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Volume - 7

Pedagogy in Education

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VOLUME 7

PEDAGOGY IN EDUCATION

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CHAPTER 01

Meaning, Nature, and Scope of Pedagogy

1. What is the etymological origin of the word "pedagogy"?
(A) Latin pedis meaning foot and gogos meaning leader
(B) Greek pais (child) and agogos (leader/guide)
(C) Greek paideia meaning institutional governance
(D) Latin pedagogia meaning formal instructional methodology

2. In modern educational theory, pedagogy is best defined as:
(A) The rote mechanical technique of delivering textbook contents to passive recipients
(B) The study of classroom seating arrangements and physical infrastructure management
(C) The administrative system governing teacher recruitment, evaluation, and promotional policies
(D) The comprehensive science, art, and craft of teaching and learning interactions driven by philosophical, social, and psychological principles

3. Which characteristic most accurately describes pedagogy as an academic discipline?
(A) It is an interdisciplinary field integrating normative philosophical goals, psychological principles of human development, and socio-cultural context
(B) It is purely theoretical and detached from practical empirical verification
(C) It is strictly an applied natural science operating under deterministic universal laws
(D) It is an exclusive sub-field of administrative sociology restricted to policy formulation

4. In Malcolm Knowles' adult learning theory, how does "andragogy" primarily differ from traditional "pedagogy"?
(A) Andragogy assumes learners are extrinsically motivated and dependent on the teacher's direction
(B) Andragogy applies exclusively to subject-matter mastery in secondary education
(C) Andragogy assumes learners are self-directed, draw upon rich life experiences, and are problem-centered in orientation
(D) Andragogy emphasizes teacher-led curriculum design with rigid sequential subject pacing

5. Which statement correctly distinguishes "Pedagogy" from "Didactics" in European educational traditions?
(A) Pedagogy focuses on overall child development, whereas Didactics deals with direct instructional transmission.
(B) Didactics refers strictly to informal learning at home, while Pedagogy deals with structured institutional schooling.
(C) Pedagogy is limited to physical and moral education, whereas Didactics covers formal cognitive academic instruction.
(D) Didactics rejects direct teacher intervention, whereas Pedagogy demands full instructional authority in the classroom.

6. Lee Shulman's framework of Pedagogical Content Knowledge (PCK) represents the unique intersection of:
(A) Institutional administrative rules and practical classroom discipline management strategies
(B) General psychological theories of human personality development and institutional administrative leadership styles
(C) Educational assessment technology tools and statutory board examination framework regulations
(D) Subject content knowledge and pedagogical strategies for making that content comprehensible

7. According to Paulo Freire's critical pedagogy, the traditional approach to education where teachers deposit knowledge into passive students is termed as:
(A) The Dialogic Model
(B) The Banking Concept of Education
(C) The Problem-Posing Method
(D) The Conscientization Technique

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8. Consider the following statements regarding Culturally Responsive Pedagogy (CRP):

I. It uses the cultural knowledge, prior experiences, and frames of reference of ethnically diverse students to make learning more relevant and effective.

II. It requires teachers to hold high academic expectations for all students regardless of their socio-cultural backgrounds.

III. It encourages students to develop critical consciousness to challenge cultural and social inequities.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. Digital pedagogy is primarily concerned with:

(A) Entirely replacing human teachers across all schools with artificial intelligence algorithms
(B) Purchasing maximum amounts of high-end hardware devices for school computer laboratories
(C) Digitizing physical paper textbooks into static downloadable PDF formats for online reading
(D) Thoughtful and critical integration of technology to enhance learning processes

10. How does educational psychology primarily enrich pedagogical practice?

(A) By offering empirical insights into cognitive development, learning processes, and motivation
(B) By providing statutory administrative guidelines and fixed service rules for teacher salary structures
(C) By prescribing mandatory standardized architectural designs and infrastructure for school buildings
(D) By codifying legal frameworks and disciplinary penalties for student non-compliance in schools

11. Philosophy of Education provides pedagogy with its:

(A) Advanced statistical tools and quantitative methods required for educational research data analysis
(B) Normative goals, ethical frameworks, and clarity regarding educational aims
(C) Comprehensive software frameworks and digital tools for maintaining school gradebooks
(D) Statutory administrative regulations regarding daily school working hours and academic calendars

12. A primary distinction between teacher-centered pedagogy and learner-centered pedagogy lies in:

(A) The mandatory presence or total absence of a state-prescribed academic curriculum syllabus
(B) Shifting focus from direct knowledge transmission to active student knowledge construction
(C) The complete physical elimination of the classroom teacher's presence during active learning
(D) The exclusive reliance on standardized multiple-choice testing formats in all subject areas

13. How does the National Education Policy (NEP) 2020 envision the pedagogical restructuring of school education?

(A) Shift from 10+2 system to a 5+3+3+4 system covering ages 3 to 18
(B) Shift from 10+2 system to an 8+4 system covering ages 6 to 18
(C) Shift from 5+3+2 system to a 10+2+3 system covering ages 5 to 20
(D) Retention of the 10+2 system with increased hours of rote learning

14. Which 21st-century skill set is emphasized as central to modern pedagogical frameworks?

(A) Rote memorization, silent reading, mechanical copying, and passive listening
(B) Speed writing, physical endurance, dictation accuracy, and strict obedience
(C) Critical thinking, creativity, collaboration, and communication (the 4 Cs)
(D) Technical typing, shorthand writing, mental arithmetic, and rule compliance

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).

Assertion (A): Pedagogy in the Foundational Stage under NEP 2020 relies heavily on play-based, activity-based, and inquiry-based learning.

Reason (R): Young children in the age group of 3–8 years construct knowledge most effectively through sensory manipulation, play, and interactive experiential contexts.

In the light of the above statements, choose the

correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the Middle Stage (Grades 6–8) as defined by NEP 2020, pedagogical transaction shifts towards:
(A) Purely play-based and informal unstructured early childhood activities without subject boundaries
(B) Specialized vocational stream training without any general academic core subject curriculum
(C) Experiential learning across core subjects involving dedicated subject-teacher interactions
(D) Exclusively examination-oriented mechanical coaching techniques focused on board test drills

17. Which of the following best describes the distinction between "Pedagogy" and "Curriculum"?
(A) Curriculum represents the specific 'how' of classroom teaching, while Pedagogy represents the 'what' of subject content
(B) Curriculum defines educational goals and content, while Pedagogy is the transactional methodology
(C) Curriculum is designed exclusively by classroom teachers, whereas Pedagogy is determined solely by school management
(D) Pedagogy refers strictly to physical textbook materials, whereas Curriculum refers to co-curricular athletic activities

18. Consider the following statements regarding the scope of pedagogy:
I. It extends from foundational early childhood care and education to senior secondary and lifelong learning contexts.
II. It encompasses classroom management, instructional design, and assessment methodologies.
III. It incorporates socio-emotional development and value orientation along with cognitive growth.
IV. It is strictly confined to the formal physical boundaries of a brick-and-mortar classroom.
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I and IV only
(D) I, II, III and IV

19. What role does "Conscientization" (Conscientização) play in Paulo Freire's critical pedagogy?
(A) Developing critical awareness of social reality through reflection and transformative action
(B) Developing student computational speed and accuracy in standardized mathematical calculations
(C) Memorizing national administrative statutes and service regulations for competitive civil service exams
(D) Training students to accept existing institutional authority and social hierarchies without questioning

20. Which pedagogical concept emphasizes matching teaching strategies to the specific developmental stages and socio-cultural lives of students?
(A) Universal Standardized Classroom Instruction Framework
(B) Uniform System of Direct Teacher-Led Instruction
(C) Developmentally and Culturally Appropriate Pedagogy
(D) Mechanized Programmed Learning Strategy Framework

21. In an art-integrated pedagogical framework, art functions as:
(A) A pathway to engage across subjects and build conceptual understanding
(B) A secondary co-curricular activity conducted strictly after formal academic school hours
(C) An isolated subject domain reserved exclusively for students demonstrating artistic talent
(D) A direct substitute for cognitive evaluation tools in national standardized board examinations

22. A Head of Institution observes that teachers in the Secondary Section rely predominantly on lecture methods, leading to low student engagement and weak conceptual understanding in science and social sciences. To align school practices with NEP 2020, the Principal directs teachers to adopt experiential pedagogy.
Which of the following actions by a teacher best demonstrates experiential pedagogy in practice?

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(A) Dictating key definitions from science textbooks and instructing students to copy them multiple times
(B) Showing a pre-recorded standard lecture video and administering an immediate multiple-choice pop quiz
(C) Instructing students to read textbook chapters independently and answer end-of-chapter fill-in-the-blank items
(D) Conducting a local field investigation with data analysis, reflection, and presentations

23. What is the key principle underlying "Sports-Integrated Pedagogy"?
(A) Completely replacing academic classroom subjects with daily physical training exercises and athletic routines
(B) Using sports to develop cognitive abilities, collaboration, and skills across subjects
(C) Training selected elite student athletes for high-level regional and national competitive sports events
(D) Evaluating overall academic subject performance based on a student's timed sprint physical test results

24. What does the "Content Knowledge" (CK) domain in Koehler and Mishra's TPACK framework refer to?
(A) Knowledge regarding general classroom management techniques and student discipline strategies
(B) Knowledge regarding digital computer hardware specifications and software programming languages
(C) Knowledge about the specific subject matter to be learned or taught
(D) Knowledge regarding educational policy regulations, statutory board guidelines, and service rules

25. In the TPACK framework, the effective integration of technology in teaching occurs at the intersection of:
(A) Technological Knowledge (TK) and Pedagogical Knowledge (PK) integrated with administrative framework policies
(B) Technological Knowledge (TK) and Content Knowledge (CK) combined without pedagogical methodology integration
(C) Statutory Administrative Regulations, Financial Governance Rules, and Board Examination Frameworks
(D) Intersecting Technological, Pedagogical, and Content Knowledge domains (TK, PK, CK)

26. Which major learning theory asserts that learning is a change in observable behavior brought about by stimulus-response associations and reinforcement?
(A) Behaviorism
(B) Constructivism
(C) Cognitivism
(D) Humanism

27. In Ivan Pavlov's classical conditioning paradigm, the bell sound before conditioning takes place is the:
(A) Unconditioned Stimulus (UCS)
(B) Neutral Stimulus (NS)
(C) Conditioned Stimulus (CS)
(D) Conditioned Response (CR)

28. Consider the following statements regarding B.F. Skinner's Operant Conditioning:
I. Positive reinforcement increases the likelihood of a desired behavior by presenting a rewarding stimulus.
II. Negative reinforcement decreases the likelihood of an undesirable behavior by introducing an aversive stimulus.
III. Extinction occurs when a previously reinforced behavior is no longer reinforced, leading to a decrease in its frequency.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

29. Thorndike's "Law of Effect" states that:
(A) Satisfying consequences strengthen behavior responses, while annoying consequences weaken them
(B) Continuous mechanical practice alone leads to perfect task performance regardless of learning consequences
(C) Learning readiness is solely determined by biological maturation independent of environmental stimuli
(D) Complex learning occurs instantaneously through intuitive mental insight without any trial and error process

30. Jean Piaget's concept of "Assimilation" involves:
(A) Fundamental modification of existing cognitive schemas to fit novel environmental information

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(B) Experiencing severe cognitive discomfort and imbalance when encountering contradictory data
(C) Fitting new information into existing cognitive schemas without structural change
(D) Biological maturation of motor skills occurring entirely independent of environmental experiences

31. According to Piaget, at which developmental stage does a child develop abstract, hypothetical-deductive reasoning?
(A) Sensorimotor Stage (0–2 years)
(B) Preoperational Stage (2–7 years)
(C) Concrete Operational Stage (7–11 years)
(D) Formal Operational Stage (11+ years)

32. In Lev Vygotsky's Social Development Theory, the distance between what a learner can do independently and what they can do with guidance and encouragement from a More Knowledgeable Other (MKO) is called:
(A) Universal Schema Expansion Zone
(B) Cognitive Assimilation and Accommodation Gap
(C) Zone of Proximal Development (ZPD)
(D) Developmental Readiness Stage Level

33. The instructional strategy of providing temporary support to a student during the learning process, which is gradually removed as the student gains independence, is known as:
(A) Operant Shaping
(B) Scaffolding
(C) Classical Conditioning
(D) Programmed Drill

34. Jerome Bruner proposed three modes of representation in cognitive growth. Which of the following represents the correct chronological sequence of these modes?
(A) Symbolic → Iconic → Enactive
(B) Enactive → Iconic → Symbolic
(C) Iconic → Enactive → Symbolic
(D) Enactive → Symbolic → Iconic

35. Bruner's concept of the "Spiral Curriculum" implies that:
(A) Key concepts are introduced simply and revisited repeatedly at increasing complexity
(B) Curriculum topics should be taught thoroughly once in primary grades and never revisited in higher education
(C) All academic subjects must be taught simultaneously in equal durations during every daily class period
(D) Learning progression must follow a strict linear path from mechanical memorization to advanced research

36. David Ausubel's theory of Meaningful Verbal Learning emphasizes the use of which pedagogical device to link new material to existing cognitive structures?
(A) Token Economy
(B) Systematic Desensitization
(C) Advance Organizers
(D) Reciprocal Teaching

37. According to Albert Bandura's Social Learning Theory, learning occurs through observation, imitation, and modeling. What are the four essential processes in observational learning in correct sequence?
(A) Attention → Retention → Reproduction → Motivation
(B) Motivation → Attention → Retention → Reproduction
(C) Retention → Attention → Reproduction → Motivation
(D) Reproduction → Attention → Motivation → Retention

38. Carl Rogers' humanistic approach to education stresses that effective learning requires the teacher to act as a:
(A) Authoritarian director who strictly enforces intellectual compliance and absolute discipline
(B) Neutral academic evaluator concerned exclusively with objective quantitative test score outputs
(C) Subject matter expert focused solely on rapid textbook syllabus completion schedules
(D) Facilitator displaying empathy, genuineness, and unconditional positive regard

39. According to Abraham Maslow's Hierarchy of Needs, which set of needs must be satisfied before a student can fully focus on higher-level intellectual growth and self-actualization?
(A) Individual self-esteem and social recognition needs
(B) Physiological, safety, belongingness, and love needs
(C) Aesthetic appreciation and artistic expression needs
(D) Metacognitive reflective and abstract

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thinking needs

40. Radical Constructivism, associated with Ernst von Glasersfeld, posits that:
(A) Knowledge is passively absorbed through sensory organs from an objective external reality
(B) Knowledge is structurally identical across all human minds regardless of socio-cultural contexts
(C) Knowledge is actively constructed by the learner rather than passively received
(D) Knowledge is formed exclusively through mechanical stimulus-response behaviorist conditioning

41. In Howard Gardner's Theory of Multiple Intelligences, a student who possesses high self-awareness, deep understanding of their own feelings, values, and thinking processes exhibits high:
(A) Interpersonal Intelligence
(B) Spatial Intelligence
(C) Naturalistic Intelligence
(D) Intrapersonal Intelligence

42. Consider the following statements regarding Social Constructivism in classroom instruction:
I. Learning is inherently a social activity embedded in socio-cultural contexts.
II. Group discussions, peer tutoring, and collaborative problem solving are key instructional strategies.
III. The teacher is the absolute authority who transmits final truths to silent listeners.
IV. Knowledge is co-constructed through dialogue and interaction.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

43. What is the primary focus of Cognitive Constructivism (Piagetian approach) in designing science learning tasks?
(A) Providing external token rewards for correct memorization of foundational scientific facts
(B) Creating cognitive disequilibrium to encourage active exploration and accommodation
(C) Lecturing continuously from textbooks while students write verbatim dictated notes
(D) Restricting student activities to standard repetitive laboratory drills and procedures

44. Which learning theory provides the fundamental psychological foundation for Activity-Based Learning (ABL)?
(A) Classical Behaviorism
(B) Constructivism
(C) Psychodynamic Theory
(D) Structural Functionalism

45. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Programmed instruction based on Skinner's operant conditioning breaks learning material into small sequential steps called "frames."
Reason (R): Immediate reinforcement of correct responses in small steps minimizes student error and reinforces the learning behavior.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. What is "Metacognition" in pedagogical psychology?
(A) The physical neurobiological growth of the human brain during adolescent development
(B) The automatic recall of multiplication tables and factual data without conscious effort
(C) Awareness, monitoring, and regulation of one's own cognitive processes
(D) The emotional anxiety response triggered by failure in competitive academic examinations

47. In Robert Gagné's Conditions of Learning, how many events of instruction are identified to support internal cognitive processes?
(A) Five
(B) Nine
(C) Seven
(D) Twelve

48. Consider the following instructional steps:
I. Presenting stimulus material
II. Gaining attention
III. Stimulating recall of prior learning
According to Gagné's Nine Events of Instruction, what is the correct sequence of these initial three

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events?
(A) I → II → III
(B) II → III → I
(C) III → II → I
(D) II → I → III

49. In Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), the cognitive domain levels ordered from lowest to highest cognitive complexity are:
(A) Remember → Understand → Apply → Analyze → Evaluate → Create
(B) Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation
(C) Understand → Remember → Apply → Evaluate → Analyze → Create
(D) Remember → Apply → Understand → Analyze → Create → Evaluate

50. In the Revised Bloom's Taxonomy, the dimension that categorizes knowledge into Factual, Conceptual, Procedural, and Metacognitive is known as:
(A) The Cognitive Process Dimension
(B) The Affective Domain Dimension
(C) The Psychomotor Taxonomy Dimension
(D) The Knowledge Dimension

51. Which level of Bloom's Revised Cognitive Taxonomy is demonstrated when a student critically critiques a research proposal based on specified standards and validity criteria?
(A) Evaluate
(B) Apply
(C) Analyze
(D) Create

52. A Secondary School Science Teacher designs an end-of-term task where students must design and build an original solar-powered water filtration prototype for rural communities, using sustainable local materials.
At which level of Bloom's Revised Taxonomy is the primary cognitive demand of this task situated?
(A) Analyze
(B) Evaluate
(C) Create
(D) Apply

53. The Affective Domain of educational objectives, developed by Krathwohl, Bloom, and Masia, deals with:
(A) Attitudes, values, appreciations, interests, and emotional growth
(B) Intellectual abilities, logical reasoning, and cognitive thinking skills
(C) Physical movement, motor coordination, and physical skill development
(D) Computational algorithms, mathematical logic, and numerical calculations

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54. Which of the following represents the correct hierarchical order of levels in Krathwohl's Affective Domain taxonomy (from lowest to highest)?
(A) Receiving → Responding → Valuing → Organization → Characterization by Value
(B) Valuing → Receiving → Responding → Characterization → Organization
(C) Responding → Receiving → Organization → Valuing → Characterization
(D) Receiving → Valuing → Responding → Organization → Characterization

55. Dave's Taxonomy of the Psychomotor Domain outlines five developmental levels. What is the correct sequence from lowest to highest skill level?
(A) Imitation → Manipulation → Precision → Articulation → Naturalization
(B) Precision → Imitation → Manipulation → Naturalization → Articulation
(C) Manipulation → Imitation → Precision → Articulation → Naturalization
(D) Imitation → Precision → Manipulation → Naturalization → Articulation

56. Robert Glaser's Basic Teaching Model divides the instructional process into four basic components. Which of the following shows the correct sequence?
(A) Instructional Objectives → Entering Behavior → Instructional Procedures → Performance Assessment
(B) Entering Behavior → Instructional Objectives → Performance Assessment → Instructional Procedures
(C) Instructional Procedures → Instructional Objectives → Entering Behavior → Performance Assessment
(D) Instructional Objectives → Performance Assessment → Entering Behavior → Instructional Procedures

57. In Suchman's Inquiry Training Model, what is the primary role of the teacher during student query sessions?

(A) Dictating complete answers whenever students hesitate during guided inquiry sessions
(B) Grading students immediately on every statement made during class discussions
(C) Delivering a formal teacher monologue explaining complex scientific concepts directly
(D) Answering queries strictly with "Yes" or "No" to guide hypothesis testing

58. The Concept Attainment Model, developed by Jerome Bruner and his associates, is designed to help students learn concepts by:
(A) Comparing examples containing concept attributes with non-examples
(B) Memorizing formal dictionary and textbook definitions word-for-word without analysis
(C) Conducting open-field physical education drills and motor skill exercises
(D) Writing reflective creative poetry without specific structural guidelines or rules

59. Which family of teaching models in Joyce and Weil's classification includes Synectics, Concept Attainment, and Advance Organizer models?
(A) Behavioral Modification Family
(B) Information Processing Family
(C) Social Interaction Family
(D) Personal Family

60. The ADDIE instructional design model is an acronym for which five generic phases?
(A) Assessment, Design, Development, Implementation, Execution
(B) Analysis, Design, Development, Implementation, Evaluation
(C) Acquisition, Demonstration, Delivery, Inspection, Extension
(D) Alignment, Diagnosis, Drafting, Implementation, Examination

61. In the ADDIE model, during which phase are instructional strategies chosen, lesson plans drafted, and learning media selected?
(A) Design
(B) Analysis
(C) Implementation
(D) Evaluation

62. The Dick and Carey Instructional Design Model is characterized as a:
(A) Non-linear, unstructured model driven purely by intuitive artistic instructional expression
(B) Purely qualitative model excluding objective assessment measures and quantitative metrics
(C) Systemic, iterative model viewing instruction as interdependent components
(D) Model designed exclusively for informal early childhood story-telling and play activities

63. In Herbartian steps of lesson planning, what is the correct chronological sequence of the five classical steps?
(A) Preparation → Presentation → Association/ Comparison → Generalization → Application
(B) Presentation → Preparation → Generalization → Association → Application
(C) Application → Generalization → Association → Presentation → Preparation
(D) Preparation → Association → Presentation → Application → Generalization

64. The 5E Instructional Model widely used in science pedagogy includes which five sequential phases?
(A) Enter, Examine, Experiment, Explain, Exit
(B) Enquire, Execute, Estimate, Expand, Evaluate
(C) Engage, Explore, Explain, Elaborate, Evaluate
(D) Engage, Examine, Elaborate, Execute, End

65. In the 5E Instructional Model, what occurs during the "Elaborate" phase?
(A) The teacher directly lectures on new vocabulary terms, rules, and formal definitions
(B) Students apply new concepts in related situations to extend understanding
(C) The teacher administers a comprehensive final high-stakes summative written test
(D) Students complete an initial diagnostic baseline survey prior to starting instruction

66. Unit Planning differs from Daily Lesson Planning in that Unit Planning:
(A) Focuses exclusively on a single 40-minute classroom period and daily routine activities
(B) Disregards specific learning objectives and focuses only on daily administrative attendance
(C) Is prepared exclusively by external administrative supervisors without teacher involvement
(D) Provides a macro-level overview and

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thematic organization across several weeks of lessons

67. Which of the following is a primary characteristic of a constructivist lesson plan?
(A) Formulating outcomes around student inquiry, active exploration, and reflection
(B) Prescribing a rigid instructional script where teacher lecturing dominates class time
(C) Complete reliance on mechanical end-of-chapter fill-in-the-blank drill questions
(D) Mandating absolute silence and passive sitting positions for all classroom students

68. Consider the following statements regarding the Project Method of teaching (developed by William Heard Kilpatrick based on John Dewey's philosophy):
I. It is a purposeful, real-life activity carried out in a natural social environment.
II. It promotes learning by doing, problem-solving, and democratic collaboration.
III. It eliminates the need for any planning or teacher guidance.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

69. What are the classical steps in executing a Kilpatrick Project Method in sequence?
(A) Providing a Situation → Choosing the Project → Planning → Executing → Evaluating → Recording
(B) Planning → Providing a Situation → Executing → Choosing → Recording → Evaluating
(C) Executing → Planning → Choosing → Providing a Situation → Evaluating → Recording
(D) Choosing → Executing → Planning → Evaluating → Recording → Providing a Situation

70. Problem-Based Learning (PBL) is best described as an instructional strategy where:
(A) Students learn content by solving trivial textbook math problems with fixed answers
(B) Teachers solve all problems step-by-step on the board while students copy solutions
(C) Students work entirely in isolation without accessing learning resources or guidance
(D) Students tackle complex real-world problems first to drive knowledge acquisition

71. In Inquiry-Based Learning, what is the central role of the student?
(A) Passive listener taking verbatim dictated notes during direct teacher lectures
(B) Active investigator who asks questions, gathers data, and formulates explanations
(C) Student evaluator who assesses class teacher performance and instructional quality
(D) Class monitor who maintains physical discipline and order in the learning environment

72. Consider the following statements regarding Cooperative Learning:
I. It involves small, heterogeneous teams of students working together to achieve a shared learning goal.
II. It features positive interdependence, where group members sink or swim together.
III. It requires individual accountability, ensuring every member contributes and learns.
IV. It eliminates individual assessment entirely, awarding a group grade regardless of individual participation.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

73. In the Jigsaw Cooperative Learning strategy, what is the specific role of "Expert Groups"?
(A) Top-scoring academic students who teach the entire class while the teacher manages administrative duties
(B) External administrative inspectors who evaluate classroom order, discipline, and seating arrangements
(C) Professional school teachers who specialize exclusively in educational research and curriculum design
(D) Temporary groups formed by members from different teams to master specific content and plan teaching

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74. Student Teams-Achievement Divisions (STAD), developed by Robert Slavin, is a cooperative learning method that features:
(A) Mixed-ability group work with team scores based on individual improvement on quizzes
(B) High-stakes individual academic competitions conducted without peer support or team

collaboration
(C) Comprehensive subject evaluation and grading based exclusively on physical sports agility tests
(D) Absolute exclusion of lower-achieving students from group scoring and team recognition procedures

75. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Flipped Classroom pedagogy shifts direct instruction (lectures) outside the classroom group space to the individual learning space (home via digital media).
Reason (R): Moving initial exposure to content outside class frees up valuable classroom time for dynamic, interactive, application-based group learning and individual support.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Experiential Learning, as conceptualized by David Kolb, is a four-stage cyclic process. What is the correct sequence of Kolb's Experiential Learning Cycle?
(A) Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation
(B) Abstract Conceptualization → Active Experimentation → Concrete Experience → Reflective Observation
(C) Reflective Observation → Concrete Experience → Active Experimentation → Abstract Conceptualization
(D) Active Experimentation → Concrete Experience → Abstract Conceptualization → Reflective Observation

77. In Kolb's cycle, when a student reflects upon an activity and forms general theories or concepts based on that reflection, they are in which stage?
(A) Reflective Observation and Abstract Conceptualization
(B) Concrete Experience and Direct Sensory Engagement Stage
(C) Active Experimentation and Practical Implementation Stage
(D) Sensory Perception and Unconscious Behavioral Assimilation

78. What is the fundamental feature of "Activity-Based Learning" (ABL)?
(A) Students perform physical exercise drills before attending theoretical academic lectures
(B) Teachers read aloud from textbooks while students repeat sentences aloud in chorus
(C) Children learn self-paced through hands-on activities using structured learning ladder cards
(D) Student assessment is based entirely on annual written board examination marks

79. Micro-teaching was originally developed at Stanford University in the 1960s by:
(A) B.F. Skinner and Ivan Pavlov
(B) Benjamin Bloom and David Krathwohl
(C) John Dewey and William Kilpatrick
(D) Dwight W. Allen and his colleagues

80. What is the standard duration and structure of a full Micro-teaching Cycle in India (as standardized by NCERT)?
(A) 60 minutes (Teach: 15 min, Feedback: 15 min, Re-plan: 15 min, Re-teach: 15 min)
(B) 20 minutes (Teach: 10 min, Feedback: 10 min, Re-plan: 0 min, Re-teach: 0 min)
(C) 36 minutes (Teach: 6m, Feedback: 6m, Re-plan: 12m, Re-teach: 6m, Re-feedback: 6m)
(D) 45 minutes (Teach: 15 min, Feedback: 0 min, Re-plan: 15 min, Re-teach: 15 min)

81. In Micro-teaching, what is meant by "scaled-down teaching"?
(A) Reducing overall teacher salary structures during initial teacher training periods
(B) Reducing class size, lesson duration, and focusing on one teaching skill at a time
(C) Teaching lower primary classes instead of senior secondary academic classes
(D) Using micro-scale miniature physical tools in science laboratory experiments

82. During a classroom supervision visit, a Principal notices that a newly appointed teacher asks questions, but immediately answers them himself without giving students time to process. When students attempt to respond, the teacher frequently interrupts them and provides brief, non-specific remarks like "Okay."
Which micro-teaching skill should the Principal

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recommend for immediate development?
(A) Micro-teaching Skill of Stimulus Variation and Vocal Tone Modulation
(B) Micro-teaching Skill of Blackboard Writing and Visual Board Organization
(C) Micro-teaching Skill of Achieving Lesson Closure and Summary Synthesis
(D) Skill of Questioning, Probing, Wait Time, and Reinforcement

83. The Micro-teaching skill of "Stimulus Variation" involves deliberate teacher behaviors aimed at:
(A) Sustaining attention through varied teacher movement, gestures, and voice modulation
(B) Maintaining continuous uniform vocal tone without pitch variation throughout the period
(C) Eliminating all visual aids, physical models, and digital tools from classroom instruction
(D) Keeping students completely stationary in their assigned seats for forty minutes

84. Which micro-teaching skill involves using techniques such as prompting, seeking further information, refocusing, and redirecting questions to deepen student thinking?
(A) Skill of Introducing a Lesson
(B) Skill of Illustrating with Examples
(C) Skill of Probing Questions
(D) Skill of Using Black/White Board

85. What is the primary purpose of "Set Induction" in a lesson delivery?
(A) Preparing student focus, building interest, and linking prior knowledge at lesson start
(B) Testing students' final retention of subject content at the conclusion of an academic term
(C) Collecting homework notebooks quietly without interrupting ongoing classroom instruction
(D) Assigning final letter grades to student project reports during evaluation sessions

86. In B.K. Passi's framework of teaching skills widely used in Indian teacher education, how many core teaching skills are identified?
(A) 5
(B) 13
(C) 21
(D) 30

87. "Curriculum" is etymologically derived from the Latin word currere, which means:
(A) To construct a building
(B) To run a race track or course
(C) To speak in public
(D) To evaluate gold purity

88. Consider the following components of Curriculum Development:
I. Formulation of educational objectives
II. Selection of learning experiences and content
III. Organization of learning content and experiences
IV. Evaluation of learning outcomes
According to Ralph Tyler's Curriculum Model (1949), what is the correct systematic sequence of these steps?
(A) I → II → III → IV
(B) II → I → III → IV
(C) I → III → II → IV
(D) IV → I → II → III

89. Hilda Taba's Grassroots Approach to curriculum development differs from Tyler's model primarily because Taba advocated that:
(A) Curriculum should be designed top-down exclusively by national government administrators
(B) Curriculum should eliminate evaluation components completely from school assessment
(C) Curriculum should be revised only once every fifty years by statutory central committees
(D) Curriculum should be designed inductively by teachers from specific learning units

90. What is the "Hidden Curriculum"?
(A) Unwritten, unofficial values and norms that students learn in school settings
(B) The physical syllabus booklet kept securely inside the principal's office drawer
(C) The secret examination question papers stored in secure institutional vaults
(D) The co-curricular athletic sports activities conducted after formal school hours

91. What does "Curriculum Transaction" mean?
(A) The financial purchase of textbooks and stationary supplies from commercial vendors
(B) Implementing and translating written curriculum plans into classroom learning experiences
(C) The administrative approval of curriculum frameworks by statutory education boards
(D) The technical conversion of physical printed textbooks into digital e-book formats

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92. In Jacob Kounin's classroom management research, the term "With-it-ness" refers to a teacher's ability to:
(A) Dressing in modern contemporary fashion trends during institutional working hours
(B) Demonstrating total awareness of all classroom events at all times ("eyes in the back")
(C) Using advanced educational computer software and digital tools fluently in class
(D) Finishing classroom lectures exactly when the institutional bell rings for recess

93. According to Jacob Kounin, "Overlapping" in classroom management is the teacher's ability to:
(A) Attending to multiple classroom events simultaneously without losing momentum
(B) Teaching two distinct academic subjects in the exact same instructional minute
(C) Combining two consecutive class periods into a extended double period block
(D) Repeating identical lesson content to multiple classroom sections back to back

94. What is Kounin's "Ripple Effect" in classroom management?
(A) Physical water spilling across classroom floors during heavy monsoon rainstorms
(B) How student noise spreads from one classroom down a corridor during break periods
(C) How handling misbehavior in one student influences observing peers in class
(D) The gradual decrease in student test performance scores across academic terms

95. Proactive Classroom Management strategies focus primarily on:
(A) Punishing students severely through physical detention after misbehavior occurs in class
(B) Suspending disruptive students immediately from school premises upon first infraction
(C) Ignoring student misbehavior entirely in hopes that it stops naturally over time
(D) Establishing rules, routines, and engaging instruction to prevent misbehavior proactively

96. Differentiated Instruction, as formulated by Carol Ann Tomlinson, involves adapting which four classroom elements based on student readiness, interest, and learning profile?
(A) Teacher Salary, Curriculum Syllabus, Class Schedule, and Room Seating
(B) Student Textbooks, Standardized Tests, Class Time, and School Transport
(C) Content, Process, Product, and Learning Environment
(D) School Admission, Class Attendance, Academic Assessment, and Disciplinary Appeals

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97. Differentiating the "Process" in a classroom instruction setting means:
(A) Assigning different textbook topics to different students based on socio-economic status
(B) Varying learning activities and pathways through which students master core concepts
(C) Altering the physical school building structure and classroom architectural arrangements
(D) Assigning different final letter grades based on student popularity and social standing

98. Consider the following statements regarding Inclusive Education under the RPwD Act 2016 and NEP 2020:
I. Children with disabilities learn alongside their non-disabled peers in regular, mainstream classrooms with appropriate supports.
II. Specialized segregated schools are mandated as the primary educational placement for all children with benchmark disabilities.
III. Schools must ensure barrier-free physical environments, assistive technologies, and adapted pedagogical materials.
IV. Curricular accommodations and modifications must be provided based on individual needs.
Which of the statements given above are correct?
(A) I, III and IV only
(B) I and II only
(C) II, III and IV only
(D) I, II, III and IV

99. Universal Design for Learning (UDL) is built upon which three core principles?
(A) Multiple means of Engagement, Representation, and Action/Expression
(B) Single standard textbook, single lecture style, and single standardized test
(C) Physical facility access, financial tuition subsidy, and official medical diagnosis
(D) Basic reading comprehension, functional writing skills, and arithmetic calculation

100. In special/inclusive education, what is the key difference between an "Accommodation" and a "Modification"?
(A) Accommodation changes what a student learns; Modification changes how they access content
(B) Accommodations apply to gifted students; Modifications apply to physical disabilities
(C) Accommodation changes how a student learns; Modification changes what is learned
(D) There are no functional or conceptual differences between accommodations and modifications

101. An Individualized Education Program (IEP) is best defined as:
(A) A written plan detailing specific educational goals and accommodations tailored to a child
(B) A standardized national syllabus distributed to all students across all state school systems
(C) A weekly lesson plan prepared by general classroom teachers for standardized instruction
(D) A school financial budget allocation statement for purchasing special educational equipment

102. Which of the following conditions is classified as a specific neurodevelopmental learning disability affecting reading accuracy, fluency, and decoding skills under the RPwD Act 2016?
(A) Dyscalculia
(B) Dysgraphia
(C) Dyspraxia
(D) Dyslexia

103. Dysgraphia primarily impacts a learner's ability in:
(A) Mathematical calculation speed and complex numerical reasoning tasks
(B) Written expression, handwriting motor control, and spelling execution
(C) Auditory processing speed of complex spoken verbal classroom commands
(D) Visual depth perception and spatial coordination in competitive sports

104. What is the fundamental aim of "Blended Learning"?
(A) Completely replacing human face-to-face instruction with automated software
(B) Teaching physical science and visual arts subjects within the exact same hour
(C) Integrating face-to-face instruction with online learning activities
(D) Combining primary and senior secondary students into a single classroom setting

105. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Competency-Based Education (CBE) focuses on student mastery of clearly defined learning outcomes and demonstrable skills rather than time spent in class.
Reason (R): In CBE, learning progress is measured by student performance against objective criteria standards rather than norm-referenced peer comparison.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. In Outcome-Based Education (OBE), the instructional design process begins with:
(A) Defining clear, measurable outcomes first and designing instruction backwards from them
(B) Selecting preferred commercial textbook publishers for purchasing institutional materials
(C) Purchasing science laboratory equipment and setting up digital infrastructure facilities
(D) Setting up classroom seating furniture and organizing physical instructional spaces

107. Which type of assessment is conducted during the instructional process to monitor student learning, provide ongoing feedback, and guide pedagogical adjustments?
(A) Summative Evaluation and Final Certification Assessment
(B) Formative Assessment (Assessment FOR Learning)
(C) Placement Assessment and Stream Allocation Evaluation
(D) Diagnostic Assessment prior to institutional admission

108. Consider the following statements regarding Assessment AS Learning:
I. It actively involves students in reflecting on

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and monitoring their own learning progress.
II. It fosters metacognitive skills, self-assessment, and peer-assessment.
III. It is primarily used to assign final letter grades for official report cards.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

109. What is the primary purpose of a Diagnostic Assessment?
(A) Identifying knowledge gaps and learning difficulties before instruction to plan intervention
(B) Grading student cumulative achievements at the end of an academic year for official certification
(C) Ranking students in strict order of merit for merit scholarship and award distributions
(D) Assessing individual teacher classroom performance for annual salary increment approvals

110. Continuous and Comprehensive Evaluation (CCE) emphasizes evaluating:
(A) Evaluating cognitive academic subjects exclusively through written examinations
(B) Evaluating physical fitness and competitive athletics performance timing exclusively
(C) Assessing scholastic and co-scholastic growth continuously using diverse tools
(D) Assessing rote memorization of prescribed annual textbook syllabi content

111. What is an Assessment Rubric?
(A) A physical measurement tool used to draw straight lines in geometry classes
(B) An official government rulebook regarding examination seating and conduct
(C) A standardized psychological test measuring general intelligence quotient scores
(D) A scoring guide evaluating student work based on explicit criteria across levels

112. A Principal reviews the annual board examination results of Grade 10 science and notes that 80% of students failed questions assessing application and analysis, while 90% scored full marks on definition-recall questions. The Principal convenes a faculty meeting to address this assessment imbalance.
What directive should the Principal issue to reform classroom assessment practice?
(A) Order teachers to conduct daily mechanical memory drills to improve recall speed in tests
(B) Instruct teachers to remove all complex application-based questions from future test papers
(C) Direct teachers to construct assessment items aligned with higher-order cognitive domains
(D) Require students to memorize all standard textbook solutions and definitions word-for-word

113. In test construction, "Item Difficulty Index" (p-value) measures:
(A) The total time taken by an individual student to complete writing the answer
(B) The percentage of examinees who answered an assessment item correctly
(C) The physical printing paper quality and font size of the test question paper
(D) The statutory alignment of the item with central government service conduct rules

114. An item difficulty index (p-value) of 0.95 indicates that the question is:
(A) Extremely difficult (only 5% answered correctly)
(B) Moderately difficult with optimal discrimination
(C) Invalid and ambiguous
(D) Extremely easy (95% answered correctly)

115. Item Discrimination Index (d-value) of a test question measures:
(A) How well an item distinguishes between high and low ability examinees
(B) Whether test items discriminate examinees based on social gender or background
(C) The speed at which students complete writing answer scripts during testing
(D) The overall physical length and word count of the question statement text

116. A positive item discrimination index value ($d > +0.30$) indicates that:
(A) More lower-scoring students answered the item correctly than higher-scoring students
(B) Equal numbers of students in both high and low scoring groups answered correctly
(C) More higher-scoring students answered correctly than lower-scoring students
(D) The question statement text is completely

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ambiguous and lacks construct validity

117. Who is considered the pioneer of Action Research in educational contexts?
(A) Stephen M. Corey
(B) Burrhus Frederic Skinner
(C) Jean Piaget
(D) Edward Lee Thorndike

118. What is the fundamental purpose of Action Research conducted by school practitioners?
(A) Formulating universal scientific laws to publish in academic research journals
(B) Applying for large theoretical research grants from international funding agencies
(C) Auditing institutional financial accounts, balance sheets, and budget ledgers
(D) Solving immediate practical problems in one's own context to improve practice

119. What is the correct sequence of steps in the Action Research cycle?
(A) Plan → Act → Observe → Reflect
(B) Act → Plan → Reflect → Observe
(C) Reflect → Observe → Plan → Act
(D) Observe → Reflect → Act → Plan

120. NISHTHA is a flagship National Initiative under Samagra Shiksha aimed at:
(A) Constructing modern concrete school buildings and sports infrastructure in rural areas
(B) Distributing digital laptops and tablet computers to senior secondary school students
(C) Continuous professional development and capacity building for teachers and principals
(D) Conducting national level competitive entrance examinations for engineering admissions

121. Under NEP 2020, how many hours of Continuous Professional Development (CPD) modules are expected annually for teachers and principals?
(A) 10 hours
(B) 20 hours
(C) 50 hours
(D) 100 hours

122. Consider the following statements regarding Guidance and Counselling in school education:
I. Guidance is developmental and preventive, helping all students make informed educational and personal choices.
II. Counselling is a specialized, therapeutic, interactive process helping individual students resolve deeper emotional, personal, or psychological problems.
III. Guidance is strictly reserved for students who commit serious disciplinary offences.
IV. School teachers play a foundational role in providing educational and vocational guidance.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

123. The 10 core Life Skills identified by the World Health Organization (WHO) for adolescent wellbeing include:
(A) Rote memory, fast copying, silent sitting, speed reading, physical strength, dictation, calculation, decoding, handwriting, obedience
(B) Self-awareness, empathy, critical and creative thinking, problem-solving, communication, and coping skills
(C) Mathematics, Physics, Chemistry, Biology, History, Geography, Civics, Economics, Computer Programming, Athletics
(D) Budgeting, Accounting, Auditing, Office Filing, Archiving, Supervision, Inspection, Legal Drafting, Policy Formulation, Governance

124. Vocational Education integration under NEP 2020 and National Skills Qualifications Framework (NSQF) aims to:
(A) Segregate academically weak students into manual labor tracks starting from primary grades
(B) Expose all learners to middle school vocational practice, removing manual work stigma
(C) Replace general academic education completely with trade apprenticeships in primary school
(D) Provide specialized vocational training only after completion of university graduation degrees

125. "Lok Vidya" referenced in NEP 2020 refers to:
(A) Traditional vocational knowledge developed in India for school curricula
(B) Standardized western educational technology software and applications
(C) Political science theories regarding local

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municipal and urban governance
(D) Classical Greek philosophical and legal organizational structures

126. What is the main distinction between "Formative" and "Summative" Assessment?
(A) Formative is conducted at year end for grading; Summative is daily non-graded practice drills
(B) Formative is conducted by external state boards; Summative is conducted by class teachers
(C) Formative provides ongoing feedback during learning; Summative evaluates final achievement
(D) Formative evaluates physical motor fitness; Summative measures individual intelligence quotient

127. Which pedagogical strategy aligns best with the principles of Constructivism?
(A) Repetitive rote drill exercises and mechanical worksheet completion tasks
(B) Direct instruction relying exclusively on explicit teacher lecture scripts
(C) Silent independent textbook reading without group interaction or discussion
(D) Collaborative problem-solving, open inquiry, and hands-on discovery

128. Consider the following statements regarding Master Learning Model (Benjamin Bloom):
I. Given sufficient time and appropriate instructional quality, virtually all students can master specified learning objectives.
II. Instruction is divided into small units, each followed by formative diagnostic assessment.
III. Students who do not achieve mastery receive corrective instruction and re-testing before moving forward.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

129. In a Norm-Referenced Test (NRT), a student's performance is interpreted by:
(A) Comparing their test score against a fixed criterion standard of complete mastery
(B) Comparing performance relative to a defined peer norm group
(C) Assessing physical speed and endurance in completing assigned classroom tasks
(D) Evaluating socio-economic status and family background parameters of students

130. In a Criterion-Referenced Test (CRT), student success is evaluated by:
(A) Ranking students from highest to lowest percentile positions across state testing
(B) Grading student performance according to a bell curve normal distribution model
(C) Comparing individual classroom results with overall national peer performance averages
(D) Comparing performance against predetermined learning standards or mastery criteria

131. What type of test interpretation is represented by reporting that a student scored in the "85th Percentile"?
(A) Norm-Referenced Interpretation
(B) Criterion-Referenced Interpretation
(C) Formative Diagnostic Interpretation
(D) Ipsative Standard Interpretation

132. Ipsative Assessment evaluates a learner's current performance against:
(A) The national average of peer performance
(B) Fixed criterion mastery levels set by exam boards
(C) Their own previous personal performance over time
(D) Teachers' expectations

133. Construct Validity of an assessment instrument refers to:
(A) The degree to which a test measures the intended psychological construct
(B) The physical paper quality and typographic font clarity of test question papers
(C) The statistical extent to which test scores accurately predict future job performance
(D) The overall proportion of examinees passing a standardized national examination

134. Reliability of an educational test refers to:
(A) The overall truthfulness and appropriateness of inferences drawn from test scores
(B) The physical security and safety of examination question paper storage facilities
(C) The difficulty index level of the most complex question items on the test
(D) The consistency, stability, and repeatability of test scores

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135. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): A test can be reliable without being valid, but a test cannot be valid without being reliable.
Reason (R): Reliability ensures consistent measurement, whereas validity ensures that the test measures what it actually intends to measure.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. Split-Half method and Cronbach's Alpha are techniques used to estimate which type of test reliability?
(A) Test-Retest Reliability
(B) Inter-Rater Reliability
(C) Internal Consistency Reliability
(D) Parallel-Forms Reliability

137. Which index of reliability is calculated when two different examiners grade the exact same subjective essay answer sheets independently?
(A) Test-Retest Reliability
(B) Alternate-Form Reliability
(C) Kuder-Richardson Reliability
(D) Inter-Rater (Inter-Scorer) Reliability

138. In test construction, a "Table of Specifications" (Test Blueprint) ensures:
(A) Content validity through balanced coverage of objectives and domains
(B) Equal allocation of marks to all textbook chapters regardless of topic importance
(C) High printing speed and error-free distribution of examination question papers
(D) That only simple factual recall questions are included in test construction

139. Which assessment tool is best suited for assessing complex performance skills, artistic presentations, and real-world projects against clear qualitative descriptive standards?
(A) True/False paper test
(B) Analytic Rubric
(C) Multiple-Choice recall test
(D) Fill-in-the-blanks worksheet

140. Portfolio Assessment in schools involves:
(A) Recording daily physical attendance records in official classroom ledger registers
(B) Purposeful collection of student work over time showing growth and reflection
(C) Maintaining financial audit receipts for institutional physical equipment purchases
(D) Administering a single high-stakes three-hour annual written paper examination

141. Anecdotal Records maintained by primary teachers are:
(A) Brief objective descriptions of significant student behaviors observed in school
(B) Detailed cumulative marksheets recording board examination overall percentage scores
(C) Medical prescription certificates issued by certified government healthcare doctors
(D) Annual financial receipts confirming payment of institutional tuition and transport fees

142. A Head of Institution receives feedback from CWSN (Children with Special Needs) parents that visual instruction in Mathematics classes relies heavily on whiteboard writing without multi-sensory support, disadvantaging visually impaired students.
What pedagogical intervention should the Principal immediately enforce?
(A) Exempt visually impaired students entirely from attending formal mathematics classes
(B) Advise parents to transfer their children to segregated specialized residential facilities
(C) Direct teachers to implement UDL, tactile aids, audio descriptions, and screen readers
(D) Reduce the passing mark standard for visually impaired students to ten percent overall

143. What is "Scaffolding" in the context of inclusive classroom pedagogy?
(A) Building physical bamboo scaffolding structures around damaged institutional school buildings
(B) Grouping students permanently based on intelligence quotient scores and academic ranking
(C) Punishing students through physical detention who fail to complete assigned homework on time
(D) Providing temporary support structures matched to learner needs, fading them as competence grows

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144. Which instructional model emphasizes structured, step-by-step teacher presentation, explicit modeling, guided practice with immediate feedback, and independent practice?
(A) Discovery Learning Model (Bruner)
(B) Critical Pedagogy Model (Freire)
(C) Direct Instruction Model (Engelmann/ Hunter)
(D) Non-Directive Counselling Model (Rogers)

145. What is "reciprocal teaching" (Palincsar & Brown)?
(A) Professional classroom teachers evaluating each other's annual teaching performance for promotion recommendations
(B) Instructional activity where teachers and peers lead dialogue using predicting, questioning, clarifying, and summarizing
(C) Senior secondary students teaching primary classes when regular classroom teachers are absent from school
(D) Rotating public school teachers across different government institutions every academic term systematically

146. Which cognitive strategy involves breaking complex tasks into smaller, manageable sub-tasks and ordering them sequentially?
(A) Chunking
(B) Token Economy
(C) Systematic Desensitization
(D) Task Analysis

147. In pedagogical measurement, "Standard Deviation" measures:
(A) The degree of dispersion or spread of test scores around the mean score
(B) The average quantitative performance score achieved by top-ranking students
(C) The total allocated time duration of an official examination testing session
(D) The total quantity of printed test items included in an examination paper

148. Consider the following frequency distribution characteristics:
I. The mean, median, and mode are all equal and located at the center.
II. The curve is bell-shaped and perfectly symmetrical around the mean.
III. Approximately 68.26% of scores fall within ± 1 Standard Deviation (α) of the mean.
These characteristics define which statistical distribution?
(A) Positively Skewed Distribution
(B) Normal Distribution Curve (Gaussian Curve)
(C) Negatively Skewed Distribution
(D) Bimodal Distribution

149. In a positively skewed score distribution (tail extending to the right):
(A) Mean $<$ Median $<$ Mode
(B) Mode $<$ Median $<$ Mean
(C) Mean $=$ Median $=$ Mode
(D) Mode $<$ Mean $<$ Median

150. A negatively skewed score distribution indicates that:
(A) The test was extremely difficult, with most examinees scoring very low marks overall
(B) Student test scores were perfectly normally distributed around fifty percent average
(C) All examinees in the group scored completely identical performance marks on tests
(D) The test was easy, with most students scoring high marks and few scoring low

151. Which pedagogical method is rooted in John Dewey's Pragmatism?
(A) Direct Dictation Method
(B) Learning by Doing and Project Method
(C) Rote Recitation Method
(D) Strict Recitation from Classical Religious Texts

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152. Consider the following statements regarding the role of a Principal as a Pedagogical Leader:
I. Setting clear learning goals and promoting high academic expectations.
II. Conducting clinical supervision and providing constructive pedagogical feedback to teachers.
III. Allocating school resources to align with instructional priorities and professional development.
IV. Confining administrative work exclusively to financial ledger entries without visiting classrooms.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

153. What is the main distinction between "Educational Supervision" and "Educational Inspection"?

(A) Supervision is punitive and bureaucratic; Inspection is supportive and developmental in nature for staff
(B) Inspection is conducted daily by class monitors; Supervision is conducted by national ministry heads exclusively
(C) There is no distinction; both terms refer strictly to financial accounting audits and ledger inspections
(D) Supervision collaboratively supports teacher growth; Inspection administratively evaluates statutory compliance

154. Clinical Supervision in schools involves a developmental cycle between supervisor and teacher. What is the correct sequence of its phases?
(A) Pre-observation conference → Classroom observation → Analysis/Strategy → Post-observation conference → Post-conference analysis
(B) Classroom observation → Pre-observation conference → Post-observation conference → Analysis
(C) Post-observation conference → Classroom observation → Pre-observation conference
(D) Analysis → Post-observation conference → Classroom observation

155. Which instructional strategy requires students to independently research a topic, construct arguments, and present opposing viewpoints under structured time rules?
(A) Drill and Practice
(B) Socratic Seminar / Structured Debate
(C) Mechanical Dictation
(D) Programmed Frame Learning

156. Socratic Questioning technique in teaching is designed to:
(A) Testing rapid memory recall of statutory facts and historical dates during examination reviews
(B) Probing assumptions and contradictions to guide students toward conceptual clarity through questioning
(C) Directing classroom students to copy dictation answers written on the whiteboard word-for-word
(D) Evaluating overall student physical stamina, endurance, and motor skills in sports fields

157. What is the core philosophy of "Value Education" integrated across the school curriculum?
(A) Developing ethical awareness, human values, civic responsibility, and constitutional values
(B) Teaching specific religious dogmas and sectarian doctrines of a single specific religious denomination
(C) Training students in calculating commercial financial profits and managing commercial accounting ledgers
(D) Preparing students to pass standardized national board examinations through exam shortcut techniques

158. Under NEP 2020, "Experiential Learning" includes which of the following integrated pedagogical frameworks?
(A) Mechanical rote copying, repetitive homework drills, and physical punishment
(B) Pure theoretical lecturing methods delivered without visual aids or media
(C) Storytelling-based pedagogy, Art-integration, and Sports-integration
(D) Standardized paper-and-pencil examinations conducted on a weekly basis

159. What is the main objective of the "BAGLESS DAYS" concept introduced in NEP 2020 for Grades 6–8?
(A) Providing total holiday leisure time without any organized educational or practical activities
(B) Organizing commercial market trips to raise funds for institutional infrastructure budgets
(C) Mandatory intensive physical sports training drills for competing in national tournaments
(D) Giving students hands-on exposure to local crafts and vocations without textbook bags

160. What is "Differentiated Assessment"?
(A) Assigning easy grades to favored students and harsher grades to non-favored classroom peers
(B) Testing male students with mathematics tests and female students with language examinations
(C) Allowing students to show mastery through diverse assessment modes matching their strengths
(D) Eliminating marks and formal grading systems entirely from secondary education frameworks

161. In Piaget's theory, the concept of "Conservation" (understanding that quantity remains constant

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despite changes in physical appearance) is typically acquired during which stage?
(A) Sensorimotor Stage
(B) Concrete Operational Stage
(C) Preoperational Stage
(D) Formal Operational Stage

162. A child who believes that a long thin glass holds more water than a short wide glass, despite seeing equal volumes poured before them, lacks understanding of:
(A) Object Permanence
(B) Abstract Hypothetical Logic
(C) Egocentric Speech
(D) Conservation and Centration

163. In Vygotsky's theory, "Private Speech" in young children is viewed as:
(A) A self-regulatory tool used to guide thinking, planning, and behavior
(B) A developmental sign of cognitive immaturity and egocentric thinking in children
(C) Auditory verbal hallucinations requiring immediate clinical medical intervention
(D) Deliberate behavioral disobedience to teacher directives in classroom settings

164. What is the term for learning that occurs without intentional effort or explicit instruction, often as a side-effect of another activity?
(A) Formal Direct Instruction
(B) Programmed Mastery Learning
(C) Incidental / Implicit Learning
(D) Operant Conditioning Drill

165. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Art-Integrated Learning (AIL) facilitates cross-curricular connections and deeper cognitive engagement across subjects like mathematics and science.
Reason (R): Art-Integration engages multiple learning modalities (visual, auditory, kinesthetic) and allows students to construct abstract concepts through creative expression.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. In the Context of Assessment, what does "PARAKH" stand for under NEP 2020?
(A) Program for Academic Advancement, Reform, Knowledge, and Institutional Health Development
(B) Policy for Aptitude Testing, Research, Accreditation, and Knowledge Processing Framework
(C) Professional Association of Regional Assessment and Higher Learning Standards Council
(D) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

167. PARAKH is established as a National Assessment Centre under NEP 2020 to:
(A) Conducting competitive recruitment tests for Directorate of Education teaching staff
(B) Setting assessment norms and guidelines across all recognized school boards in India
(C) Auditing financial accounts and operational expenditures of private un-aided schools
(D) Publishing standard national level textbooks for primary school classroom instruction

168. Consider the following characteristics of "Holistic Progress Cards" (HPC) envisioned by NEP 2020:
I. 360-degree, multi-dimensional report reflecting progress in cognitive, affective, and psychomotor domains.
II. Includes self-assessment, peer-assessment, and teacher-assessment.
III. Incorporates student reflection, project-based work, and progress in life skills.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

169. What is the primary purpose of Diagnostic Teaching following Formative Assessment?
(A) Administering re-examinations to penalize failing students in academic subjects
(B) Reporting individual student weaknesses to external administrative government authorities
(C) Detaining students in the same class level for an additional academic year session
(D) Providing targeted remedial instruction to address learning gaps identified in tests

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170. In Remedial Teaching, instructional content should be:
(A) Restructured using alternative pedagogical approaches matching student learning difficulty
(B) Exactly identical in presentation speed and delivery as the original failed lecture
(C) Increased in quantitative volume to double the daily homework assignment burden
(D) Converted into high-stakes standardized multiple-choice tests administered weekly

171. Micro-teaching is used primarily for:
(A) Assessing student academic achievement at the conclusion of senior secondary grades
(B) Developing specific teaching skills in controlled scaled-down laboratory settings
(C) Managing large student assembly gatherings and morning sports in secondary schools
(D) Evaluating school building infrastructure compliance and financial audit registers

172. A Principal notices during classroom observations that students in Grade 8 struggle to write independent reflective essays, relying instead on memorized sentences from guidebooks.
Which pedagogical framework should the Principal advise English teachers to adopt to support independent reflective writing?
(A) Scaffolding via graphic organizers, sentence starters, and model journals
(B) Dictating standard essay templates for students to memorize word-for-word for exams
(C) Assigning length writing tasks as mandatory daily homework punishment assignments
(D) Cancelling essay writing activities entirely from the language arts syllabus

173. What is the core focus of "Constructivist Pedagogy"?
(A) Active knowledge construction by the learner through inquiry and experience
(B) Passive reception and absorption of direct transmitted factual textbook knowledge
(C) Behavioral modification operating through continuous physical reinforcement rewards
(D) Strict memorization and oral repetition of standardized textbook curricula content

174. Which of the following is a key feature of "Flipped Learning"?
(A) Direct instruction occurs inside classrooms while homework is completed at night with parents
(B) Students teach the class while the regular teacher completes administrative school paperwork
(C) Direct instruction moves online, transforming group space into an interactive environment
(D) Classrooms are physically flipped upside down during co-curricular sports training sessions

175. What is the term used in educational psychology to describe a person's belief in their own capability to execute actions required to achieve specific performance attainments (Albert Bandura)?
(A) Self-Esteem
(B) Self-Actualization
(C) Self-Concept
(D) Self-Efficacy

176. High Self-Efficacy in students is associated with:
(A) Giving up rapidly when encountering complex or difficult academic problem tasks
(B) Experiencing high levels of test anxiety and avoiding challenging learning tasks
(C) Approaching tasks as challenges to master, sustaining effort despite setbacks
(D) Complete reliance on external reinforcement rewards and teacher supervision

177. In intrinsic motivation, the drive to engage in a learning task comes from:
(A) External rewards such as cash prizes, high grades, or teacher praise in class
(B) Inherent interest, curiosity, and personal satisfaction from the task itself
(C) Fear of physical punishment, academic detention, or parental reprimand at home
(D) Peer pressure and competition to secure top academic class rankings in exams

178. Consider the following statements regarding Edward Deci and Richard Ryan's Self-Determination Theory (SDT):
I. Intrinsic motivation is fostered when three basic psychological needs are satisfied: Autonomy, Competence, and Relatedness.
II. Autonomy refers to the need to feel in control of one's own learning choices and actions.
III. Competence refers to feeling effective in interacting with the environment and mastering skills.
IV. Extrinsic rewards always increase intrinsic motivation permanently regardless of how they are administered.

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Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

179. What is "Pygmalion Effect" (Rosenthal and Jacobson) in educational settings?
(A) High teacher expectations lead to higher student performance, and low lead to lower
(B) Students performing significantly better when physical classroom lights are brightened
(C) Severe teacher emotional burnout caused by excessive administrative school paperwork
(D) Decreased overall student attendance during annual competitive examination months

180. The "Golem Effect" in classroom dynamics refers to:
(A) The positive learning impact of structured peer tutoring in mathematics classes
(B) The rapid improvement of student reading comprehension skills through digital apps
(C) Low expectations placed upon a student leading to lower student performance
(D) The physical fatigue and exhaustion experienced by teachers after sports coaching

181. In pedagogical design, "Vertical Alignment" of curriculum ensures that:
(A) Learning expectations and skills build logically from one grade level to the next
(B) Textbooks across different academic subjects in the same grade cover identical themes
(C) Morning assembly schedules align with daily physical education class timings smoothly
(D) Teachers teaching in the same grade level share standardized daily lesson plans

182. "Horizontal Alignment" of curriculum refers to:
(A) Smooth transition of students from primary education to secondary school levels
(B) Systematic progression of student academic performance over a ten-year school period
(C) Alignment of school sports facilities with district physical ground dimensions
(D) Coordinating learning standards and assessments across subjects within the same grade

183. Spiral Curriculum, advocated by Jerome Bruner, is built on the premise that:
(A) Children can only comprehend complex abstract scientific ideas after age eighteen
(B) Any subject can be taught effectively in an honest form to a child at any stage
(C) Curriculum frameworks must remain rigid and static without modification over time
(D) Science and language arts must be taught as a single unified subject area always

184. What is "Core Curriculum"?
(A) The co-curricular athletic sports program mandatory for high school students
(B) The optional elective academic courses chosen by senior secondary students
(C) A central set of fundamental learning experiences mandated for all students
(D) The secret administrative policy manual used by private school management

185. In curriculum transaction, "Interdisciplinary Approach" involves:
(A) Teaching subjects in strict isolated silos without referencing other academic fields
(B) Eliminating subject divisions completely and conducting unstructured free play all day
(C) Teaching foreign language courses exclusively across all daily instructional periods
(D) Integrating concepts and methods from multiple disciplines to explore a central theme

186. Which tool is widely used for qualitative self-reflection and continuous professional growth by teachers?
(A) Reflective Teaching Journal / Portfolio
(B) Biometric Attendance Register
(C) Cash Account Register
(D) Annual Stock Inventory Sheet

187. What is the primary focus of "Lesson Study" (Jugyou Kenkyuu), a teacher professional development model originating in Japan?
(A) Individual teachers writing lesson plans in isolation for administrative supervisor checks
(B) Teachers working collaboratively to plan, observe, analyze, and refine research lessons
(C) School principals lecturing teachers on administrative service rules every afternoon
(D) Preparing question papers for national board examinations in isolated subject panels

188. Consider the following statements regarding Differentiated Instruction:
I. Teachers adjust the content, process, products, or learning environment based

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on student readiness, interest, or learning profile.

II. It requires creating individual lesson plans for every single student in a class of 40 every day.

III. It uses flexible grouping strategies, tiered activities, and varied assessment formats.

Which of the statements given above are correct?

(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

189. What is "Tiered Instruction" in a differentiated classroom?

(A) Tasks designed at varied complexity targeting the same outcome to match readiness
(B) Placing students in permanent segregated tracking streams based on IQ test scores
(C) Teaching physical education classes on tiered athletic stadium stairs outdoors
(D) Administering different examination grading scales based on student gender profiles

190. What does the term "Flexible Grouping" mean in classroom management?

(A) Assigning students to fixed seating rows that never change throughout the academic year
(B) Grouping students strictly by their socio-economic backgrounds and family income status
(C) Fluidly grouping students based on specific learning needs or tasks for short durations
(D) Allowing students to enter or leave the classroom whenever they choose during lectures

191. In pedagogical assessment, "Formative Feedback" is most effective when it is:

(A) Delayed by several months and consisting of a single uninformative letter grade mark
(B) Publicly announced in front of the whole school assembly to induce public peer shame
(C) Expressed purely through vague non-specific praise comments like "Good job" to students
(D) Timely, specific, descriptive, and focused on the learning task rather than self-worth

192. Peer Assessment in classroom pedagogy encourages students to:

(A) Assign official high-stakes board examination marks to their friends in class
(B) Rank their classmates based on social popularity and athletic achievements
(C) Evaluate and provide constructive peer feedback using criteria to foster reflection
(D) Discipline disruptive classmates through physical punishment and detention measures

193. Self-Assessment in learning fosters which key educational capacity?

(A) Continuous external dependency on teacher praise and rewards
(B) Metacognition, self-regulation, and ownership of learning
(C) Rote memorization of textbook answers for examinations
(D) Mechanical copying speed from blackboards during lectures

194. What is a "Concept Map"?

(A) A geographical map showing political borders and physical features of nations
(B) A detailed floor blueprint of school buildings and administrative office spaces
(C) A quantitative statistical graph plotting teacher salaries and allowances over time
(D) A visual graphical tool organizing knowledge structures via linked concept nodes

195. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).

Assertion (A): Concept mapping is an effective metacognitive strategy that promotes meaningful learning according to Ausubel's cognitive theory.

Reason (R): Concept maps explicitly visually link new concepts to prior knowledge structures, illustrating cognitive hierarchy and relationships.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. What is the principle of "Scaffolding" based on Vygotsky's socio-cultural theory?

(A) Providing fixed, unchanging teacher lectures regardless of student understanding
(B) Testing students exclusively on un-taught content to gauge raw mental intelligence
(C) Providing temporary support matched to student ZPD, reduced as independence grows
(D) Grouping high achievers together to complete

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tasks while lower achievers watch

197. Which of the following is an example of an "Advance Organizer" in David Ausubel's framework?
(A) A brief introductory structure presented before learning to bridge old and new ideas
(B) An end-of-term final written examination paper testing accumulated knowledge retention
(C) A detailed mark-sheet distributed after grading to summarize performance outcomes
(D) A physical exercise warm-up routine conducted before participating in sports activities

198. Inquiry Training Model developed by Richard Suchman focuses primarily on developing skills in:
(A) Mechanical typing speed, shorthand writing, and clerical accuracy in office tasks
(B) Standardized board exam test-taking shortcuts and mechanical test answer drills
(C) Rote memorization of historical dates, places, and names without analytical context
(D) Causal reasoning, hypothesis generation, and data collection to solve puzzling events

199. What is a "Discrepant Event" in science inquiry pedagogy?
(A) A laboratory equipment accident causing physical damage during experiments
(B) A surprising outcome contradicting prior expectations, creating cognitive dissonance
(C) A disagreement between two teachers during institutional staff committee meetings
(D) An error in printing examination question papers distributed during official testing

200. In a Middle School Mathematics classroom, a teacher introduces fractions by giving students physical pizza slices and fraction strip manipulatives to fold and compare, before introducing formal numerical representations (1/2, 2/4, 4/8).
Which instructional progression model is the teacher applying?
(A) Bruner's Enactive, Iconic, and Symbolic progression
(B) Skinner's Operant Conditioning Behavioral Shaping
(C) Thorndike's Experimental Trial and Error Learning
(D) Pavlov's Classical Conditioning Learning Paradigm

201. In Bruner's theory, the "Enactive" representation mode relies on:
(A) Abstract mathematical symbols, formal language, and logic
(B) Visual imagery, mental pictures, and graphical diagrams
(C) Computer algorithms, digital scripts, and code execution
(D) Direct physical action, hands-on manipulation, and movement

202. Consider the following statements regarding the "Flipped Classroom" model:
I. Students engage with foundational instructional content (e.g., short videos, readings) independently prior to class.
II. Classroom time is dedicated to active learning, collaborative problem-solving, application, and instructor guidance.
III. It completely removes the need for any active involvement or presence of a professional teacher.
IV. It relies on thoughtful integration of technology with interactive pedagogy.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

203. What is "Station Rotation" in Blended Learning models?
(A) Rotating physical school desks between daily classroom periods for variety
(B) A model where students rotate among learning stations, including an online station
(C) School teachers rotating across different institutional branches in a district
(D) Students rotating through various sports games during physical education class

204. Synchronous Digital Pedagogy occurs when:
(A) Learning happening asynchronously through independent textbook reading without internet access
(B) Real-time simultaneous interactive instruction between teacher and students via digital tools
(C) Students watching pre-recorded video lectures recorded years ago at their personal convenience
(D) Paper assignments submitted via traditional

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postal mail service to institutional tutors

205. Asynchronous Digital Pedagogy is characterized by:
(A) Learning activities and communication occurring asynchronously at student-managed pace
(B) Real-time live video and voice dialogue between classroom teacher and attending students
(C) Physical presence of all registered students in a traditional university lecture hall
(D) Simultaneous online timed examinations conducted strictly under live camera supervision

206. What is the primary characteristic of "Outcome-Based Education" (OBE)?
(A) Focusing instructional planning on specific textbook chapter length and page volume
(B) Prioritizing direct teacher lecture time over student active engagement and discovery
(C) Designing systems, instruction, and assessment around demonstrable end-of-course outcomes
(D) Assessing student performance exclusively through annual norm-referenced rankings

207. In NCERT's Learning Outcomes at Elementary Stage framework, Learning Outcomes are defined as:
(A) Statutory administrative criteria governing annual teacher promotions and service benefits
(B) Comprehensive list of physical equipment required for setting up school sports grounds
(C) Annual institutional financial budget statements submitted to state education ministries
(D) Process-based statements specifying competencies and skills expected at each class level

208. Consider the following statements regarding Competency-Based Assessment:
I. It measures demonstrable skill and application of knowledge in real-world or authentic contexts.
II. It uses criterion-referenced standards with transparent performance criteria.
III. It relies primarily on memory-recall multiple choice tests to evaluate rote retention.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

209. Authentic Assessment requires students to:
(A) Choosing letter options on standardized optical mark reader (OMR) test response sheets
(B) Performing real-world tasks demonstrating application of essential knowledge and skills
(C) Reciting long classic poems verbatim from memory in front of an external board examiner
(D) Copying complex textbook diagrams neatly into class notebooks during direct lectures

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210. What is a "Performance-Based Assessment"?
(A) A written paper test containing exclusively True/False statements across all chapters
(B) An evaluation of teacher daily attendance records conducted by administrative auditors
(C) A timed speed test measuring secretarial shorthand typing accuracy and page speed
(D) Assessment measuring student knowledge through creating a product or performing a task

211. Which form of validity evaluates how well an assessment covers the complete domain of content and learning objectives intended to be measured?
(A) Content Validity
(B) Predictive Validity
(C) Concurrent Validity
(D) Face Validity

212. Criterion-Related Validity is demonstrated when test scores:
(A) Looking visually attractive and well-formatted to examinees taking the test paper
(B) Showing a perfectly uniform symmetric distribution on a normal statistical curve
(C) Correlate significantly with an external outcome measure or performance criterion
(D) Being officially verified and stamped by institutional administrative clerks on duty

213. What is "Face Validity"?
(A) The extent to which a test visually appears to measure its intended subject area
(B) Detailed statistical correlation analysis conducted between two parallel test forms
(C) Measuring physical facial expressions and eye movements during examination testing

(D) Mathematical estimation of test item difficulty indexes and discrimination parameters

214. The Standard Error of Measurement (SEM) provides an estimate of:
(A) The physical printing typographical errors present in examination test papers
(B) The percentage of examinees failing a standardized competitive examination overall
(C) The average time duration taken by examiners to grade subjective essay answer sheets
(D) The amount of variation in an observed score compared to the true score

215. Higher test reliability results in a Standard Error of Measurement (SEM) that is:
(A) Larger
(B) Smaller
(C) Zero always
(D) Unaffected by reliability

216. What is "Test Bias"?
(A) When an examination question paper is printed in black ink instead of full color
(B) Classroom teachers grading subjective answer papers during late night work hours
(C) Systemic test error unfairly favoring or disadvantaging specific student subgroups
(D) Including assessment questions from both physical science and visual art domains

217. In pedagogical research, "Triangulation" refers to:
(A) Using three-sided geometrical measurement tools during mathematics instruction
(B) Grouping three students together permanently for cooperative learning activities
(C) Conducting standardized written term examinations three times during an academic year
(D) Combining multiple data sources or methods to cross-verify research findings

218. Qualitative Action Research data collection methods typically include:
(A) Field notes, interviews, reflective journals, and artifact analysis
(B) Standardized norm-referenced test scores and statistical z-score calculations
(C) Multiple-choice machine-graded optical mark reader (OMR) response sheets
(D) National economic survey data and macro-level demographic statistics datasets

219. Quantitative Action Research data analysis focuses primarily on:
(A) Narrative thematic qualitative coding of open-ended interview transcripts
(B) Descriptive statistics like frequencies, means, and pre-post test comparisons
(C) Historical archival document analysis and qualitative textual source critique
(D) Philosophical textual critique and theoretical conceptual analysis of literature

220. A Primary School Principal discovers through reading assessment data that Grade 3 students are proficient in decoding words phonetically, but exhibit low reading comprehension. The Principal initiates an Action Research project with primary teachers.
What should be the FIRST operational step in this Action Research cycle?
(A) Purchasing expensive digital reading software for all institutional classrooms
(B) Defining the specific problem statement and gathering baseline diagnostic data
(C) Publishing a research paper in an international educational academic journal
(D) Suspending language instruction until external reading experts arrive at school

221. In action research, the "Plan" phase involves:
(A) Designing a targeted intervention, action steps, and data collection tools
(B) Writing the final research evaluation report for institutional archives
(C) Collecting baseline student test data after formal instruction concludes
(D) Punishing students who fail to demonstrate immediate academic progress in class

222. The "Reflect" phase of Action Research requires the practitioner to:
(A) Drafting the annual institutional financial expense ledger and audit reports
(B) Conducting daily morning assembly announcements and administrative briefings
(C) Analyzing data to evaluate effectiveness, draw conclusions, and plan next steps
(D) Ordering new textbook materials for the upcoming academic school session

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223. What is the primary role of a "Mentor Teacher" in school-based teacher professional development?
(A) Inspecting financial audit registers and approving employee leave applications
(B) Reporting teacher mistakes to administrative state government education boards
(C) Substituting for absent non-teaching administrative staff during office hours
(D) Guiding, coaching, and modeling effective practices for novice teachers supportively

224. "Peer Observation" as a teacher growth tool is most effective when conducted:
(A) Secretly observing classrooms without the observed teacher's prior knowledge
(B) Punitively observing classrooms to document grounds for teacher salary suspension
(C) Conducting pre-observation goal setting, observation, and reflective feedback
(D) Conducting observations exclusively through external administrative inspectors

225. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Micro-teaching is a highly effective teacher training technique for mastering discrete pedagogical skills.
Reason (R): Micro-teaching provides immediate, objective feedback within a reduced classroom environment, allowing iterative practice through the Teach-Feedback-Replan-Reteach cycle.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. What is "Micro-lesson"?
(A) A full forty-five minute lesson delivered to forty students in regular class
(B) A specialized biology lesson taught using microscopes in science laboratories
(C) A modern remote lesson delivered entirely via text messages on digital phones
(D) A focused 5–10 minute lesson targeting a single skill with a small pupil group

227. In micro-teaching, the skill of "Illustrating with Examples" requires the teacher to:
(A) Using clear, relevant, concrete examples matched to concepts to enhance understanding
(B) Drawing complex abstract engineering diagrams on whiteboards without explanation
(C) Reading dictionary and encyclopedia definitions rapidly without stopping for questions
(D) Presenting long lists of non-relevant historical trivia during theoretical lectures

228. Consider the following micro-teaching skills:
I. Skill of Reinforcement (positive verbal and non-verbal rewards)
II. Skill of Stimulus Variation (modulating tone, gestures, movement)
III. Skill of Probing Questions (prompting, refocusing)
Which of these skills are essential components of effective classroom pedagogical transaction?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

229. The Micro-teaching skill of "Achieving Closure" involves:
(A) Summarizing key concepts, consolidating learning, and linking to future topics at lesson end
(B) Locking classroom doors firmly at the start of the instructional period to stop tardiness
(C) Stopping instruction abruptly when the institutional bell rings without any summary words
(D) Administering an unexpected high-stakes term examination paper without prior student notice

230. In Guidance and Counselling, Carl Rogers' Person-Centered Counselling is characterized by:
(A) Directing and dictating exact personal life decisions and behavioral choices to the client
(B) Administering medical psychiatric therapy and physical clinical procedures to alter habits
(C) Giving strict moral lectures and disciplinary reprimands to students during sessions
(D) Providing non-directive empathetic support and unconditional positive regard for self-growth

231. What is the fundamental principle of Directive Counselling (associated with E.G. Williamson)?

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(A) The client directs the counseling process entirely without counselor input or advice
(B) Counselor actively diagnoses problems, provides information, and offers direct advice
(C) The counselor remains completely silent throughout all counseling sessions without talking
(D) Counseling sessions are conducted exclusively in large school assembly gatherings

232. Consider the following statements regarding Eclectic Counselling:
I. It combines techniques and principles from both Directive and Non-Directive counseling approaches.
II. It selects the most appropriate methods based on the specific unique needs of the individual student.
III. It is flexible and pragmatically oriented.
IV. It strictly enforces a single dogmatic theoretical counseling model for all clients.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

233. In school guidance services, "Educational Guidance" focuses on helping students:
(A) Resolving domestic marital disputes and legal property conflicts among family members
(B) Investing personal family monetary savings in commercial equity stock markets wisely
(C) Treating severe clinical psychiatric disorders requiring specialized hospitalization
(D) Choosing appropriate academic subjects, study habits, and pathways aligned with abilities

234. "Vocational Guidance" assists students in:
(A) Exploring career options and developing decision-making skills matched to aptitudes
(B) Choosing appropriate physical education uniforms and athletic footwear for sports
(C) Selecting daily school lunch menu items and dietary choices in institutional canteens
(D) Learning institutional administrative rules and operational student conduct regulations

235. Life Skills Education, as promoted by WHO and UNICEF, aims to develop:
(A) Purely academic theoretical knowledge in physical chemistry and advanced physics
(B) Psycho-social competencies helping individuals deal effectively with everyday challenges
(C) Advanced physical athletic endurance and muscular strength for competitive sports
(D) Fast secretarial typing speed and accuracy for institutional administrative jobs

236. Which WHO Life Skill involves the capacity to put oneself in another person's shoes and understand their feelings and experiences?
(A) Self-Awareness
(B) Empathy
(C) Critical Thinking
(D) Coping with Stress

237. The WHO Life Skill "Critical Thinking" is best defined as:
(A) Analyzing information objectively to make informed decisions
(B) Finding fault and criticizing others continuously in social interactions
(C) Memorizing facts provided by authority figures without question or analysis
(D) Rejecting all published scientific research evidence and objective data

238. In Value Education, "Constitutional Values" in India include:
(A) Authoritarian compliance, religious hegemony, and social rigid inequality systems
(B) Personal commercial profit accumulation prioritized above public community duty
(C) Sovereignty, Socialism, Secularism, Democracy, Justice, Liberty, Equality
(D) Complete exclusion of civic education and constitutional principles from curricula

239. What is the main principle of "Incidental Value Education"?
(A) Lecturing students on moral values for three continuous hours every Sunday morning
(B) Testing moral values strictly through weekly standardized multiple-choice written tests
(C) Distributing printed value lists for students to memorize word-for-word for exams
(D) Integrating ethical values naturally through daily classroom events, stories, and modeling

240. Under the National Skills Qualifications Framework (NSQF), qualifications are organized according to levels of:
(A) Physical age, height, and body mass index of

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enrolled students
(B) Total years spent sitting inside formal school classroom environments
(C) Knowledge, skills, and aptitude levels (Levels 1 to 10)
(D) Overall annual financial income levels of enrolled students' parents

241. What is the role of "Vocationalization of Secondary Education"?
(A) Stopping general academic education for all rural children at primary completion
(B) Integrating vocational skills into academic education to enhance employability
(C) Converting general schools into commercial factory production assembly line units
(D) Excluding higher education options for students enrolling in vocational courses

242. A Secondary School Principal notices a rising trend of test anxiety, stress, and interpersonal conflicts among Grade 10 students prior to board examinations.
What comprehensive institutional strategy should the Principal implement?
(A) Cancel all physical education and co-curricular periods to double academic drill hours
(B) Issue strict written warnings that anxious students will be suspended from exams
(C) Ignore the issue completely, assuming examination stress is purely a family matter
(D) Organize Life Skills workshops and accessible counselling services for students

243. In Bloom's Revised Taxonomy, which cognitive process verb corresponds to the level "Analyze"?
(A) Differentiate, Organize, Deconstruct, Attribute
(B) Recite, List, Define
(C) Build, Design, Formulate, Create
(D) Restate, Summarize, Paraphrase

244. Which cognitive level in Bloom's Revised Taxonomy is engaged when a student restates a mathematical theorem in their own words?
(A) Remember
(B) Apply
(C) Understand
(D) Evaluate

245. In Gagne's Nine Events of Instruction, "Providing Feedback" corresponds to which internal learning process?
(A) Reinforcement
(B) Perception
(C) Expectancy
(D) Retrieval and generalization

246. What is "Positive Transfer of Learning"?
(A) When prior learning significantly hinders or interferes with mastering new skills
(B) When prior learning experiences have absolutely zero impact or effect on new learning
(C) Transferring students from one physical classroom section to another during terms
(D) When prior learning facilitates acquiring new knowledge or skills in a new context

247. "Negative Transfer of Learning" occurs when:
(A) When previous learning significantly aids and enhances mastering new skills
(B) When previous learning obstructs the acquisition of new knowledge or skills
(C) When learned knowledge is completely forgotten over extended time periods
(D) When a student fails an end-of-year grade examination paper repeatedly

248. Consider the following statements regarding Howard Gardner's Multiple Intelligences Theory:
I. Intelligence is not a single unitary entity (g-factor), but consists of multiple distinct modalities.
II. Individuals possess varying profiles of these intelligences.
III. Pedagogy should utilize multiple pathways (visual, musical, kinesthetic, logical) to engage diverse learners.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

249. A student who learns most effectively through body movement, physical manipulation of objects, and physical role-play possesses high:
(A) Linguistic Intelligence
(B) Spatial Intelligence
(C) Musical Intelligence
(D) Bodily-Kinesthetic Intelligence

250. A Head of Institution observes that teachers are treating Continuous and Comprehensive Evaluation (CCE) as a burdensome clerical record-keeping activity, administering weekly

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pencil-and-paper tests and filling compliance ledgers without altering classroom teaching.
What action should the Principal take to align evaluation with its true pedagogical intent?
(A) Conduct workshops on Assessment FOR Learning, diagnostic feedback, and rubrics
(B) Mandate daily pencil-and-paper tests to ensure even larger data collection volumes
(C) Cancel all internal assessment and evaluation procedures completely in the school
(D) Delegate all CCE ledger entry record-keeping work to administrative office clerks

251. What is "Metacognitive Knowledge"?
(A) Knowledge regarding general academic subject content facts and definitions
(B) Knowledge about one's own cognitive processes and how one learns best
(C) Knowledge regarding administrative government rules, statutes, and service codes
(D) Knowledge regarding computer programming languages and digital coding syntax

252. In pedagogical instruction, "Metacognitive Regulation" involves:
(A) Memorizing direct dictation lecture notes continuously without stopping to think
(B) Planning, monitoring comprehension, and self-correcting cognitive outcomes
(C) Following teacher instructions blindly during class without reflection or questioning
(D) Speed reading textbook pages rapidly without attempting to understand core concepts

253. What is the fundamental feature of "Problem-Solving Pedagogy"?
(A) Engaging students in analyzing, testing solutions, and solving complex problems
(B) Teachers providing complete step-by-step solutions for students to copy down
(C) Memorizing worked solutions to past ten years' standardized examination papers
(D) Eliminating all open-ended diagnostic questions from daily classroom test papers

254. In Cooperative Learning, "Positive Interdependence" means that:
(A) Individual group members can succeed independently without helping their peers
(B) Students depend entirely on the teacher to complete the assigned group task
(C) Members perceive they are linked so one cannot succeed unless all succeed
(D) Students compete against each other for the highest individual score in groups

255. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Inclusive pedagogy requires moving away from a medical model of disability to a social human-rights model of education.
Reason (R): The social model locates the "problem" of disability not within the individual child's deficit, but within the environmental, curricular, and attitudinal barriers created by the educational institution.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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256. What is "People-First Language" in inclusive pedagogy?
(A) Putting technical jargon first when writing daily lesson plans for instruction
(B) Addressing classroom teachers formally before addressing enrolled students in class
(C) Language emphasizing the person before their diagnosis (e.g., "child with autism")
(D) Using ancient classical languages in official administrative public notifications

257. Under the Rights of Persons with Disabilities (RPwD) Act 2016, how many specified benchmark disability categories are recognized?
(A) 7
(B) 14
(C) 21
(D) 28

258. What is "Curricular Modification" for CWSN?
(A) Providing extra time for writing examination answer papers without altering content
(B) Changing the color and design of physical textbook covers for visual appearance
(C) Exempting students with special needs from attending morning school assembly periods
(D) Fundamental changes to learning goals or content depth matching cognitive capacity

259. "Curricular Accommodation" for CWSN differs from Modification because Accommodation:

(A) Providing instructional format changes without altering learning standards or expectations
(B) Changing learning objectives fundamentally and lowering cognitive standards completely
(C) Excluding students with disabilities entirely from general classroom learning activities
(D) Replacing academic subjects completely with physical manual labor tasks in school

260. In Universal Design for Learning (UDL), providing multiple options for "Representation" means:
(A) Requiring all enrolled students to wear identical standard school uniform items
(B) Grading all classroom students strictly according to a normal bell curve model
(C) Presenting content in varied ways (visual, auditory, hands-on) to support all learners
(D) Providing a single standard printed textbook to all pupils in every classroom

261. In UDL, providing multiple means of "Action and Expression" means:
(A) Giving learners diverse ways to express what they know (essays, projects, speeches)
(B) Expecting all students to write answer papers using standard blue ink pens only
(C) Allowing students to act out in class without adhering to any discipline rules
(D) Conducting mandatory daily military physical drills on school playgrounds

262. Consider the following statements regarding "Blended Learning":
I. It combines online digital media with traditional face-to-face classroom methods.
II. It provides students with some element of control over time, place, path, and pace of learning.
III. It requires total removal of physical school infrastructure and human teachers.
IV. Models include Flipped Classroom, Station Rotation, and Flex models.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

263. In a "Flex Model" of blended learning:
(A) Physical education classes are made flexible for student athletes during training
(B) Online learning forms the backbone, supported by flexible on-site teacher intervention
(C) Students attend physical school facilities only once per month for examination tests
(D) Exam dates are made fully flexible and decided independently by individual students

264. What is "Digital Literacy" in modern pedagogical contexts?
(A) Knowing how to turn on a computer monitor power switch and desktop hardware
(B) Achieving computer keyboard typing speeds exceeding one hundred words per minute
(C) Finding, evaluating, creating, and analyzing information using digital tech ethically
(D) Programming complex digital operating systems in low-level machine code scripts

265. What does "Synchronous Online Learning" mean?
(A) Accessing recorded materials independently at any time without live interaction
(B) Reading physical printed books independently inside an offline school library
(C) Writing hand-written physical letters to tutors via postal mail services
(D) Real-time live interaction between teachers and students via digital platforms

266. What does "Asynchronous Online Learning" mean?
(A) Learning activities occurring asynchronously, allowing self-paced access within deadlines
(B) Live video classes requiring simultaneous online attendance of all registered members
(C) Synchronized physical march-past training during morning school assembly hours
(D) Immediate oral questioning and response sessions during direct teacher lectures

267. Competency-Based Education (CBE) prioritizes:
(A) Time-based seat management (completing 180 days of physical attendance regardless of understanding)
(B) Proficiency and demonstrated mastery of defined knowledge and skills before moving to the next level
(C) Rank-ordering students on a competitive bell curve
(D) Syllabus completion by fast reading of textbook chapters

268. Consider the following statements regarding Learning Outcomes:

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I. They are learner-centered, explicit, and measurable statements.
II. They describe what students should know, understand, and be able to demonstrate upon completing an instructional period.
III. They focus exclusively on teacher inputs and lecture duration.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

269. What is "Construct Alignment" in outcome-based instructional design (John Biggs)?
(A) Aligning learning activities and assessment tasks directly to intended outcomes
(B) Aligning school building architecture with physical geographic cardinal vectors
(C) Aligning teacher base salaries with statutory civil service grade pay scales
(D) Aligning term examination dates across all state public and private schools

270. A Head of Institution conducts an analysis of internal assessment practices across Grades 6 to 9 and finds that teachers assign 100% of internal assessment marks based on neatness of handwriting and submission of notebook pages. What corrective administrative and pedagogical directive should the Principal issue?
(A) Applaud classroom teachers for maintaining high standards of handwriting neatness
(B) Mandate evaluating core competencies through diverse diagnostic tools and rubrics
(C) Cancel all internal assessments and make board exams one hundred percent memory tests
(D) Dismiss all enrolled students with poor handwriting from institutional schooling

271. Continuous and Comprehensive Evaluation (CCE) consists of two structural components: "Continuous" and "Comprehensive." What does "Comprehensive" refer to?
(A) Evaluating all state students using one single standardized national test paper
(B) Including every single word of the textbook syllabus in quarterly test papers
(C) Conducting written examinations that last eight hours continuously without breaks
(D) Assessing all aspects of development, including scholastic and co-scholastic domains

272. In CCE, "Continuous" signifies:
(A) Non-stop twenty-four hour examination testing without rest breaks for students
(B) Continuous physical exercise drills conducted on school sports playgrounds daily
(C) Yearly evaluation conducted without any operational gap every five years systematically
(D) Regular ongoing assessment integrated into daily teaching with periodic reviews

273. What is an "Item Analysis" in educational measurement?
(A) Auditing physical inventory items stored inside institutional school stock rooms
(B) Evaluating student responses to analyze item difficulty, discrimination, and distractors
(C) Inspecting laboratory test tubes, chemical reagents, and science equipment
(D) Counting the total quantity of printed words in an examination question paper

274. Distractor Analysis in multiple-choice item design evaluates:
(A) Measuring physical noise distractions occurring outside examination hall windows
(B) Evaluating student visual attention spans during direct teacher lecture delivery
(C) Measuring acoustic noise levels in institutional corridors during testing periods
(D) Evaluating how well incorrect choices attract students who lack correct knowledge

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275. A non-functioning distractor in a multiple-choice question is one that:
(A) An option selected by very few examinees, contributing no diagnostic value
(B) An option selected by at least fifty percent of examinees in the testing group
(C) An option chosen by all top-performing examinees on a standardized test paper
(D) An option containing an obvious correct answer clue or typographical hint

276. What is the main distinction between "Action Research" and "Basic/Fundamental Educational Research"?
(A) Action research generates universal academic theories; Basic research solves classroom problems
(B) Action research requires expensive lab tools; Basic research requires pen and paper only
(C) Action research solves immediate local problems; Basic research formulates

universal theories
(D) There are no functional, operational, or methodological distinctions between these models

277. Action Research in school education is essentially a process of:
(A) Reflective inquiry where practitioners study their practices to improve learning
(B) Theoretical speculation conducted without collecting empirical observational data
(C) Administrative auditing of employee service books and financial voucher records
(D) Evaluating political and educational policies of foreign sovereign nations abroad

278. A Head of Institution notices that secondary school teachers are hesitant to adopt active cooperative learning strategies, expressing fear that group activities lead to classroom disorder and incomplete syllabus coverage.
How should the Principal address this faculty development challenge?
(A) Issue written reprimands to non-complying teachers threatening salary deduction penalties
(B) Force teachers to sign an undertaking that syllabus content must be finished early
(C) Abolish all active learning approaches and mandate strict direct lecturing methods
(D) Organize peer workshops, lesson study, and pilot small-group strategies with guidance

279. In Continuous Professional Development (CPD), "Action Learning Sets" involve:
(A) Performing dramatic action scenes in institutional annual day school cultural programs
(B) Small groups of educators who meet regularly to present challenges and reflect on actions
(C) Conducting physical fitness exercise training routines for school administrative staff
(D) Completing online multiple choice assessment quizzes individually in total isolation

280. What is "Micro-teaching" primarily designed to eliminate in initial teacher preparation?
(A) Administrative student attendance marking procedures during morning registration
(B) The appropriate integration of educational technology tools inside school classrooms
(C) The complexity and anxiety of managing full classrooms while mastering specific skills
(D) Writing detailed written lesson plan documentation required for supervisory checks

281. In Guidance and Counselling, what is the primary objective of "Preventive Counselling"?
(A) Remediating severe clinical mental illness after complete psychological breakdown occurs
(B) Punishing students administratively prior to any actual rule or conduct violations
(C) Administering formal career selection tests after high school graduation completion
(D) Anticipating potential stress points and building coping skills before problems escalate

282. "Crisis Counselling" in schools is designed to:
(A) Immediate short-term emergency intervention to help students regain emotional stability
(B) Long-term career trajectory planning and vocational guidance over a ten-year period
(C) Routinely checking daily student uniform compliance and personal hygiene standards
(D) Reviewing cumulative academic mark sheets during annual term examination periods

283. What is the primary focus of "Life Skills Education"?
(A) Memorizing complex biological taxonomies of local flora and fauna species in science
(B) Developing adaptive behavioral abilities enabling individuals to handle daily challenges
(C) Training students in professional secretarial shorthand writing and typing speed
(D) Preparing students to pass competitive national civil service recruitment exams

284. Which WHO Life Skill is essential for resolving interpersonal disputes constructively through dialogue rather than aggression?
(A) Advanced Rote Memory and Mechanical Recall Skill
(B) Interpersonal Communication and Conflict Resolution Skills
(C) Financial Auditing and Accounting Ledger Skill
(D) Spatial Reasoning and Geometric Visualization Skill

285. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).

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Assertion (A): Value Education under NEP 2020 is integrated across all curricular subjects rather than taught merely as an isolated textbook subject.
Reason (R): Ethical values and human rights are developed most effectively when embedded naturally in experiential contexts, storytelling, discussions, and institutional climate.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

286. What is the National Skills Qualifications Framework (NSQF)?
(A) A physical exercise grading framework designed for training elite national athletes
(B) A civil service pay-scale determination table used by state government ministries
(C) A competency-based framework organizing qualifications by knowledge and skill levels
(D) An international ranking table measuring university scientific research publications

287. Under NEP 2020, integration of Vocational Education begins in middle and secondary school to achieve:
(A) Early dropout of students into informal manual labor markets upon middle school end
(B) Complete elimination of theoretical physical science and humanities school courses
(C) Substantial reduction of overall school operational and instructional budget costs
(D) Dignity of labor, smooth transition into higher education, and enhanced employability

288. Consider the following statements regarding the Project Method:
I. It is based on John Dewey's pragmatic philosophy of "Learning by Doing."
II. Projects should be real, purposeful, and executed in natural socio-cultural settings.
III. The teacher acts as a guide, advisor, and facilitator rather than a dictator.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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289. In Kilpatrick's Project Method, what takes place during the "Planning" step?
(A) The classroom teacher imposes a rigid project plan without student discussion input
(B) Students under guidance discuss, design, outline steps, and formulate execution strategy
(C) Students write the final reflective evaluation report before beginning project work
(D) The project is graded and scored exclusively by external examination board panels

290. A Head of Institution observes that during group work in social science classes, a few high-achieving students perform all the work while remaining group members remain passive ("free riders").
Which cooperative learning principle should the Principal advise teachers to strengthen?
(A) Abolishing group work completely in favor of silent independent reading tasks
(B) Grading all group members based on the highest individual student's past marks
(C) Allowing passive students to leave the classroom during active group periods
(D) Ensuring individual accountability alongside positive group interdependence

291. What is "Positive Interdependence" in cooperative learning?
(A) Group members understand that individual success depends on group contribution
(B) Group members compete against each other for the single highest score in class
(C) Students depend entirely on the classroom teacher for getting correct answers
(D) Students work independently without communicating with their designated peers

292. In cooperative learning, "Individual Accountability" means:
(A) The group receives a single collective grade without checking who contributed
(B) The teacher holds only the designated group leader responsible for failures
(C) Evaluating each member's performance and giving feedback to ensure contribution
(D) Students take individual exams in total isolation without prior group study

293. What is the core characteristic of "Discovery Learning" (Jerome Bruner)?
(A) Learners explore, question, or experiment to

discover concepts independently
(B) Direct transmission of rules and definitions by the teacher for students to memorize
(C) Copying textbook experiments directly from the blackboard during classroom lectures
(D) Mechanical drill of multiplication tables and basic arithmetic algorithms in class

294. Guided Discovery Learning differs from Pure Un-guided Discovery because:
(A) The classroom teacher solves the entire problem on the blackboard step by step
(B) Students are strictly not allowed to touch physical hands-on learning materials
(C) Instruction relies purely on direct rote dictation of text definitions in class
(D) Teacher provides systematic guidance and cues to steer inquiry toward outcomes

295. A Secondary School Physics Teacher uses a "Discrepant Event" demonstration: placing a hard-boiled peeled egg on top of a glass bottle, lighting a small piece of paper inside, and observing the egg being sucked into the bottle. The students express surprise and eagerly begin debating why it occurred.
What pedagogical model is the teacher initiating?
(A) Skinner's Operant Conditioning Drill Model
(B) Suchman's Inquiry Training Model
(C) Direct Memory Transmission Model
(D) Herbartian Direct Recitation Model

296. In Suchman's Inquiry Training Model, what is the sequence of inquiry phases?
(A) Encounter with problem → Data gathering (verification) → Data gathering (experimentation) → Formulating explanation → Analysis of inquiry process
(B) Analysis of process → Formulating explanation → Encounter with problem → Data gathering
(C) Data gathering → Formulating explanation → Encounter with problem → Analysis
(D) Formulating explanation → Encounter with problem → Data gathering → Analysis

297. Bloom's Revised Taxonomy replaced the original noun labels of the Cognitive Domain with which form of words to emphasize active cognitive processes?
(A) Descriptive Adjectives (e.g., Knowledgeable, Comprehensible, Analytical)
(B) Structural Abstract Nouns (e.g., Cognition, Perception, Retention)
(C) Specialized Technical Jargon and Administrative Educational Terminology
(D) Verbs (e.g., Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

298. In the Knowledge Dimension of Revised Bloom's Taxonomy, "Knowledge of subject-specific skills, algorithms, techniques, and methods" is categorized as:
(A) Procedural Knowledge
(B) Factual Knowledge
(C) Conceptual Knowledge
(D) Metacognitive Knowledge

299. A Head of Institution wishes to transform the school into a professional learning community (PLC) where pedagogical innovation, peer coaching, and evidence-based instruction thrive. Which leadership action by the Principal best fosters this transformation?
(A) Enforcing top-down administrative orders with punitive fines for non-compliance
(B) Establishing collaborative teams that meet regularly for Lesson Study and peer coaching
(C) Restricting teacher interactions exclusively to monthly administrative briefings
(D) Delegating all instructional leadership duties to external private agencies

300. In pedagogical supervision, "Clinical Supervision" is defined as a process designed to:
(A) Improving instructional performance through a collaborative observation cycle
(B) Evaluating teacher medical health certificates for official medical leave approval
(C) Auditing school financial accounts, budget allocations, and ledger entries
(D) Inspecting school physical sanitation facilities and building maintenance

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ANSWERS

1. (B) Greek pais (child) and agogos (leader/guide)
The word pedagogy originates from the Ancient Greek term paidagogia, which is a compound of pais, meaning child, and agogos, meaning leader or guide. Historically, a paidagōgos was a trusted slave tasked with accompanying boys to school and supervising their behavior. Thus, etymologically, pedagogy signifies the art and science of guiding or leading children through education.

2. (D) The comprehensive science, art, and craft of teaching and learning interactions driven by philosophical, social, and psychological principles
Modern educational theory views pedagogy as far more than mere classroom management or mechanical instruction. It constitutes a comprehensive field integrating science, art, and craft to design effective learning experiences. Driven by philosophical aims, sociological realities, and psychological mechanisms of human growth, pedagogy governs the dynamic interactions between teachers, learners, and knowledge to facilitate meaningful educational development.

3. (A) It is an interdisciplinary field integrating normative philosophical goals, psychological principles of human development, and socio-cultural context
Pedagogy functions as an interdisciplinary academic field that connects diverse foundational perspectives. It draws normative purpose and ethical direction from philosophy, leverages empirical principles of cognitive and emotional development from psychology, and accounts for social contexts from sociology. By synthesizing these diverse domains, pedagogy formulates holistic strategies for structuring instructional practices and meaningful educational environments.

4. (C) Andragogy assumes learners are self-directed, draw upon rich life experiences, and are problem-centered in orientation
Malcolm Knowles introduced andragogy to distinguish adult learning from traditional pedagogy. Unlike young learners who are often dependent on teacher direction, adult learners possess self-directed identities and bring accumulated life experiences that serve as rich learning resources. Consequently, adult education is predominantly problem-centered, task-oriented, and internally motivated, requiring collaborative rather öthan authoritative instructional approaches.

5. (A) Pedagogy focuses on overall child development, whereas Didactics deals with direct instructional transmission.
In European educational traditions, pedagogy and didactics represent distinct yet complementary concepts. Pedagogy serves as an overarching umbrella addressing holistic child upbringing, moral orientation, character formation, and general human development within social contexts. In contrast, didactics focuses specifically on instructional methodology, lesson content structuring, curriculum analysis, and direct classroom transmission techniques for specific academic subjects.

6. (D) Subject content knowledge and pedagogical strategies for making that content comprehensible
Lee Shulman introduced Pedagogical Content Knowledge to describe the essential knowledge unique to effective educators. PCK represents the synthesis of subject matter expertise and general pedagogical expertise. It enables teachers to transform complex subject concepts into accessible forms by employing appropriate analogies, illustrations, demonstrations, and targeted representations adapted to diverse student learning needs.

7. (B) The Banking Concept of Education
Paulo Freire criticized traditional schooling by defining it as the banking concept of education in his seminal work, Pedagogy of the Oppressed. In this oppressive model, students are treated as empty bank accounts into which teachers deposit standardized facts. This passive approach inhibits critical consciousness, prevents creative inquiry, and reinforces established social power imbalances.

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8. (D) I, II and III
Culturally Responsive Pedagogy, developed by Gloria Ladson-Billings, encompasses three fundamental pillars. First, it integrates students' cultural knowledge and prior experiences into instruction to make learning meaningful. Second, it insists on rigorous academic success for all students regardless of background. Third, it cultivates critical consciousness, empowering learners to recognize, analyze, and critique social inequities.

9. (D) Thoughtful and critical integration of technology to enhance learning processes
Digital pedagogy is not merely about introducing hardware or converting print materials into electronic formats. Rather, it centers on the deliberate, pedagogical integration of technological tools to transform teaching and learning. It critically evaluates how digital environments shape communication, collaboration, knowledge construction, and student engagement while maintaining strong instructional principles.

10. (A) By offering empirical insights into cognitive development, learning processes, and motivation
Educational psychology serves as a core scientific foundation for pedagogy by providing empirical evidence regarding how individuals acquire, process, and retain knowledge. It examines developmental stages, cognitive mechanisms, emotional factors, individual differences, and motivational drives. Teachers utilize these psychological insights to design developmentally appropriate curricula, select effective instructional strategies, and manage learning behaviors.

11. (B) Normative goals, ethical frameworks, and clarity regarding educational aims
Philosophy of education supplies pedagogy with its normative vision and purpose. While psychology explains how learning occurs, educational philosophy clarifies why education takes place and what worth it produces. It establishes underlying values, ethical considerations, and overarching goals, helping educators determine the fundamental purposes of schooling, knowledge values, and ideal character development.

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12. (B) Shifting focus from direct knowledge transmission to active student knowledge construction
Teacher-centered pedagogy focuses on the instructor as the primary source of knowledge, utilizing direct lectures and passive reception. Conversely, learner-centered pedagogy reorients classroom dynamics by placing student agency, prior experiences, and active inquiry at the core. In this approach, learners construct personal conceptual understanding through collaborative problem-solving, exploration, and reflection.

13. (A) Shift from 10+2 system to a 5+3+3+4 system covering ages 3 to 18
The National Education Policy 2020 restructures the school curriculum from the previous 10+2 structure to an integrated 5+3+3+4 curricular model covering ages 3 to 18. This model comprises Foundational (5 years, ages 3–8), Preparatory (3 years, ages 8–11), Middle (3 years, ages 11–14), and Secondary (4 years, ages 14–18) stages.

14. (C) Critical thinking, creativity, collaboration, and communication (the 4 Cs)
Modern pedagogical frameworks emphasize essential 21st-century learning competencies, commonly summarized as the 4 Cs: critical thinking, creativity, collaboration, and communication. These core capacities prepare learners to analyze complex real-world information, generate innovative solutions, interact effectively in heterogeneous team environments, and convey thoughts clearly across varied technological and socio-cultural settings in contemporary society.

15. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 advocates play-based, activity-based, and inquiry-driven pedagogy during the Foundational Stage for children aged 3 to 8 years. Developmental psychology confirms that young children build early cognitive, socio-emotional, and physical structures primarily through active sensory exploration, physical manipulation, and play-centered interactions, providing the exact empirical justification for this pedagogical design.

16. (C) Experiential learning across core subjects involving dedicated subject-teacher interactions
Under the National Education Policy 2020, the Middle Stage covering Grades 6 to 8 marks

a transition to subject-oriented pedagogical transactions. Students engage with specialized subject teachers across science, mathematics, social sciences, and humanities through experiential learning methodologies, problem-solving, and abstract concept exploration, bridging foundational concrete experiences with secondary analytical depth.

17. (B) Curriculum defines educational goals and content, while Pedagogy is the transactional methodology
Curriculum and pedagogy represent interdependent aspects of educational design. Curriculum outlines the intended educational framework, defining specific learning objectives, content coverage, core values, and skills to be acquired. Pedagogy serves as the active transactional methodology, detailing how teachers construct effective learning environments, engage students, deliver experiences, and assess conceptual understanding in classroom practice.

18. (A) I, II and III only
The scope of pedagogy is broad and lifelong, extending across all human growth stages from early childhood care to adult learning. It encompasses instructional design, classroom management, and assessment methodologies while addressing holistic cognitive, emotional, and social development. Pedagogy is not confined to physical classroom walls, extending to informal, online, and community environments.

19. (A) Developing critical awareness of social reality through reflection and transformative action
In Paulo Freire's critical pedagogy, conscientization refers to the process of developing a critical awareness of social, political, and economic contradictions. It empowers learners to perceive structural oppression, reflect upon their social realities, and engage in transformative praxis. Through dialogic inquiry rather than passive reception, students become active agents in transforming their socio-cultural environments.

20. (C) Developmentally and Culturally Appropriate Pedagogy
Developmentally and Culturally Appropriate Pedagogy aligns instruction with both the psychological maturation levels and socio-cultural experiences of learners. It recognizes that effective learning occurs when tasks respect children's cognitive readiness while validating their home languages, cultural traditions, and lived realities. This dual alignment promotes meaningful conceptual engagement, socio-emotional security, and equitable academic development.

21. (A) A pathway to engage across subjects and build conceptual understanding
Art-Integrated Pedagogy uses creative and visual arts as experiential pathways to facilitate cross-curricular learning across subjects like science, mathematics, and social studies. Rather than treating art as an isolated co-curricular activity, this approach embeds artistic expression, movement, and visual thinking directly into academic concepts, promoting multi-sensory engagement, deeper comprehension, and joyful learning experiences.

22. (D) Conducting a local field investigation with data analysis, reflection, and presentations
Experiential pedagogy requires learners to actively engage in direct experience, reflect critically on that experience, abstract key concepts, and apply their insights to new contexts. Field investigations involving primary data gathering, group analysis, personal reflection, and collaborative presentation exemplify this four-stage cycle, moving beyond passive lecturing into authentic, learner-centered knowledge construction.

23. (B) Using sports to develop cognitive abilities, collaboration, and skills across subjects
Sports-Integrated Pedagogy leverages physical activities, indigenous games, and organized sports as pedagogical tools to achieve cognitive, socio-emotional, and physical learning outcomes. It is not limited to physical fitness; rather, it uses sports contexts to teach academic concepts, team cooperation, discipline, strategic decision-making, resilience, and problem-solving skills across diverse subjects.

24. (C) Knowledge about the specific subject matter to be learned or taught
In the TPACK (Technological Pedagogical Content Knowledge) framework established by Koehler and Mishra, Content Knowledge (CK) refers to the depth and structure of the actual subject matter to be taught. It includes core facts, central theories, concepts, organizational frameworks, evidence, and explanatory principles

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within a specific academic discipline like physics or history.

25. (D) Intersecting Technological, Pedagogical, and Content Knowledge domains (TK, PK, CK)
Effective technology integration in teaching occurs at the dynamic intersection of Technological Knowledge, Pedagogical Knowledge, and Content Knowledge, forming the TPACK framework. Successful instruction requires understanding how technology interacts with pedagogical methods and specific subject content, enabling teachers to select appropriate digital tools that simplify, illustrate, and enhance specific conceptual learning.

26. (A) Behaviorism
Behaviorism is a prominent psychological learning theory positing that learning consists of observable, measurable changes in behavior brought about by environmental stimuli, associations, and reinforcement. Championed by theorists like Watson, Pavlov, Thorndike, and Skinner, behaviorism excludes unobservable internal mental states, viewing learning as the formation of habits through stimulus-response conditioning mechanisms.

27. (B) Neutral Stimulus (NS)
In Ivan Pavlov's classical conditioning paradigm, a neutral stimulus is an environmental stimulus that initially produces no specific target response prior to conditioning. When the bell sound is repeatedly presented immediately before an unconditioned stimulus, such as food, it eventually turns into a conditioned stimulus capable of eliciting the conditioned salivation response independently.

28. (B) I and III only
In B.F. Skinner's Operant Conditioning, positive reinforcement strengthens target behavior by introducing a rewarding stimulus, while extinction reduces behavior by withdrawing previous reinforcement. Statement II is incorrect because negative reinforcement actually increases desired behavior by removing an unpleasant stimulus, whereas punishment introduces an aversive stimulus to decrease an unwanted behavior.

29. (A) Satisfying consequences strengthen behavior responses, while annoying consequences weaken them
Edward Thorndike's Law of Effect states that behavioral responses accompanied or closely followed by satisfying consequences are more likely to recur when the situation is repeated. Conversely, responses followed by uncomfortable or annoying consequences are weakened and less likely to occur, forming the fundamental empirical basis for subsequent operant conditioning theories.

30. (C) Fitting new information into existing cognitive schemas without structural change
In Jean Piaget's cognitive development theory, assimilation is the cognitive process by which an individual incorporates new environmental information, objects, or experiences into pre-existing cognitive structures, known as schemas. During assimilation, the individual interprets new experiences using current concepts without altering or reorganizing the fundamental structure of those existing mental schemas.

31. (D) Formal Operational Stage (11+ years)
According to Piaget's theory of cognitive development, abstract, hypothetical-deductive reasoning emerges during the Formal Operational Stage, which typically begins around age eleven and continues into adulthood. At this stage, adolescents move beyond concrete physical objects, developing capacities to formulate hypotheses, test systematic variables, evaluate abstract propositions, and think logically about counterfactual situations.

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32. (C) Zone of Proximal Development (ZPD)
Lev Vygotsky defined the Zone of Proximal Development (ZPD) as the distance between a learner's actual developmental level determined by independent problem-solving and their potential developmental level achieved through guidance or collaboration with a More Knowledgeable Other. ZPD identifies cognitive functions currently in the process of maturation within social interaction contexts.

33. (B) Scaffolding
Instructional scaffolding, a concept developed by Jerome Bruner based on Vygotsky's ZPD, involves offering temporary supportive structures to assist learners during initial task acquisition. As the student's competence, understanding,

and self-regulation increase, the teacher systematically fades these supports, allowing the learner to perform complex problem-solving tasks completely independently.

34. (B) Enactive → Iconic → Symbolic
Jerome Bruner proposed three sequential modes of cognitive representation through which individuals process knowledge. The developmental progression starts with the Enactive mode, representing knowledge through physical action and manipulation. It transitions to the Iconic mode, using visual images and diagrams, and culminates in the Symbolic mode, utilizing abstract language, codes, and mathematical symbols.

35. (A) Key concepts are introduced simply and revisited repeatedly at increasing complexity
Jerome Bruner's Spiral Curriculum model posits that foundational concepts can be taught to learners at any developmental stage if formulated appropriately. The curriculum continually revisits key topics over time, gradually increasing the breadth, depth, and abstract complexity at each iteration, thereby enabling continuous, cumulative, and deep conceptual reinforcement.

36. (C) Advance Organizers
David Ausubel's theory of Meaningful Verbal Learning highlights advance organizers as instructional bridges. An advance organizer is appropriately relevant, high-level introductory material presented prior to learning tasks. It provides a cognitive structure that anchors new, highly detailed information into the learner's pre-existing cognitive structure, facilitating subsumption and preventing rote memorization.

37. (A) Attention → Retention → Reproduction → Motivation
Albert Bandura's Social Learning Theory outlines four interconnected cognitive processes necessary for observational learning. First, the learner must pay Attention to the modeled behavior. Second, they must Retain the mental representation in memory. Third, they must possess the motor ability for Reproduction. Finally, Motivation drives the actual performance of the learned behavior.

38. (D) Facilitator displaying empathy, genuineness, and unconditional positive regard
Carl Rogers' humanistic educational approach views the teacher primarily as a learning facilitator rather than an authoritative director. Rogers asserted that effective learning relies on an authentic interpersonal relationship between teacher and student, characterized by three core conditions: realness or genuineness, empathetic understanding, and non-judgmental acceptance or unconditional positive regard for the learner.

39. (B) Physiological, safety, belongingness, and love needs
Abraham Maslow's Hierarchy of Needs dictates that basic deficiency needs—including physiological survival, physical safety, social belongingness, and interpersonal love—must be reasonably satisfied before higher growth needs can emerge. In classroom contexts, students experiencing physical hunger, physical threat, or social isolation struggle to focus cognitive resources on intellectual growth, self-actualization, and academic learning.

40. (C) Knowledge is actively constructed by the learner rather than passively received
Radical Constructivism, formulated by Ernst von Glasersfeld, posits that knowledge is not passively absorbed from an objective external environment, nor is it transferred directly between individuals. Instead, knowledge is actively built by the thinking subject through personal reflection and experiential interpretation, serving an adaptive function aimed at organizing the learner's experiential world.

41. (D) Intrapersonal Intelligence
In Howard Gardner's Multiple Intelligences Theory, Intrapersonal Intelligence involves deep self-awareness and understanding of internal mental and emotional states. Individuals with high intrapersonal intelligence accurately recognize their personal strengths, limitations, emotions, values, and cognitive motivations, using this self-knowledge effectively to guide, regulate, and plan their own actions and learning behaviors.

42. (A) I, II and IV only
Social Constructivism asserts that learning is an inherently social process situated within cultural contexts, where knowledge is co-constructed through collaborative dialogue and shared

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problem-solving. Statement III is incorrect because social constructivism rejects the concept of the teacher as an absolute authoritative transmitter, viewing the teacher instead as a facilitator of interactive group learning.

43. (B) Creating cognitive disequilibrium to encourage active exploration and accommodation
Cognitive constructivism based on Piaget's framework emphasizes that intellectual growth occurs when learners encounter discrepant information that contradicts existing schemas, creating cognitive disequilibrium. In science teaching, presenting challenging tasks forces students to actively explore, experiment, and modify their cognitive structures through accommodation to achieve higher-level cognitive equilibrium and conceptual understanding.

44. (B) Constructivism
Activity-Based Learning (ABL) relies on the constructivist learning paradigm, which views learners as active constructors of knowledge rather than passive containers. Constructivism asserts that children develop genuine understanding through hands-on physical manipulation of learning materials, active environmental exploration, problem-solving, and personal reflection on concrete experiences within structured learning environments.

45. (A) Both A and R are true and R is the correct explanation of A
B.F. Skinner's operant conditioning principles form the direct theoretical framework for programmed instruction. Instructional content is systematically broken down into small, logical steps called frames. As learners respond to each frame, immediate feedback provides positive reinforcement, reducing error rates and strengthening desired cognitive behavior through continuous, self-paced progress.

46. (C) Awareness, monitoring, and regulation of one's own cognitive processes
Metacognition, often described as thinking about thinking, refers to an individual's conscious awareness, monitoring, and regulation of their own cognitive processes. Introduced by John Flavell, metacognition involves both metacognitive knowledge, such as knowing one's cognitive strengths, and metacognitive regulation, including planning, self-monitoring, evaluating, and revising problem-solving strategies during learning tasks.

47. (B) Nine
Robert Gagné identified nine events of instruction in his Conditions of Learning theory, corresponding to internal cognitive processes required for effective learning. These sequential events include gaining attention, informing learning objectives, stimulating recall, presenting stimulus, providing guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer.

48. (B) II → III → I
According to Gagné's Nine Events of Instruction, the initial instructional phase begins by gaining student attention (Event 1) to prepare cognitive receptors. Next, the teacher informs learners of objectives and stimulates recall of prior learning (Event 2 and 3) to anchor new material before presenting the core stimulus material (Event 4).

49. (A) Remember → Understand → Apply → Analyze → Evaluate → Create
Lorin Anderson and David Krathwohl revised Benjamin Bloom's Cognitive Taxonomy in 2001, adopting action verbs arranged in increasing cognitive complexity. The hierarchy progresses sequentially from lower-order thinking skills to higher-order thinking skills: Remember, Understand, Apply, Analyze, Evaluate, and culmination in Create, reflecting modern cognitive approaches to learning objectives.

50. (D) The Knowledge Dimension
The Revised Bloom's Taxonomy features a two-dimensional framework: the Cognitive Process Dimension and the Knowledge Dimension. The Knowledge Dimension categorizes the types of content to be learned into four distinct levels: Factual Knowledge (basic elements), Conceptual Knowledge (interrelationships), Procedural Knowledge (subject-specific methods), and Metacognitive Knowledge (awareness of cognition).

51. (A) Evaluate
Evaluating in Bloom's Revised Taxonomy involves making judgements based on qualitative or quantitative criteria and standards. Critiquing a research proposal requires the student to assess method consistency, detect fallacies, evaluate

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experimental validity, and judge structural rigor against established scientific standards, placing the task firmly at the Evaluation level of cognitive demand.

52. (C) Create
The Create level in Bloom's Revised Taxonomy involves putting elements together to form a functional, coherent whole or synthesizing elements into a new structure. Designing and constructing an original solar water filtration prototype requires generating hypotheses, planning structural components, and producing a unique solution, representing the highest level of cognitive complexity.

53. (A) Attitudes, values, appreciations, interests, and emotional growth
Formulated by David Krathwohl, Benjamin Bloom, and Bertram Masia, the Affective Domain addresses the emotional aspects of learning. It focuses on the development of attitudes, values, appreciations, personal interests, emotional adjustments, and ethical orientations, tracing how individuals internalize values to guide their social and personal conduct throughout life.

54. (A) Receiving → Responding → Valuing → Organization → Characterization by Value
Krathwohl's Affective Domain Taxonomy outlines a five-level hierarchy reflecting progressive value internalization. The sequence begins with Receiving (awareness of stimuli), moves to Responding (active participation), progresses through Valuing (attributing worth), advances to Organization (integrating values into systems), and culminates in Characterization by Value (internalizing values into a permanent philosophy).

55. (A) Imitation → Manipulation → Precision → Articulation → Naturalization
R.H. Dave's Taxonomy of the Psychomotor Domain categorizes physical skill acquisition into five progressive developmental levels. The hierarchy begins with basic Imitation of observed actions, progresses to Manipulation through instructions, achieves Precision without support, advances to Articulation involving coordinated sequence execution, and reaches Naturalization, where physical skills become automatic.

56. (A) Instructional Objectives → Entering Behavior → Instructional Procedures → Performance Assessment
Robert Glaser's Basic Teaching Model organizes the instructional process into four interrelated components executed in a systematic sequence: Instructional Objectives (setting goals), Entering Behavior (assessing prior student state), Instructional Procedures (delivering learning activities), and Performance Assessment (evaluating outcome achievement to provide instructional feedback loops).

57. (D) Answering queries strictly with "Yes" or "No" to guide hypothesis testing
In J. Richard Suchman's Inquiry Training Model, the teacher presents a puzzling, discrepant event and guides student inquiry. During data gathering, the teacher responds to student questions strictly with "Yes" or "No." This structural constraint forces learners to formulate precise, testable hypotheses and analyze causal variables independently.

58. (A) Comparing examples containing concept attributes with non-examples
Developed by Jerome Bruner, the Concept Attainment Model helps students master specific concepts by inductive analysis. The teacher presents labeled instances categorized as "Yes" (positive examples containing defining attributes) and "No" (negative examples lacking attributes). Learners compare these instances, identify distinguishing attributes, formulate hypotheses, and derive the underlying conceptual definition.

59. (B) Information Processing Family
Bruce Joyce and Marsha Weil classified models of teaching into four major families. Models like Synectics (Gordon), Concept Attainment (Bruner), and Advance Organizers (Ausubel) belong to the Information Processing Family. These models focus on how intellectual processes operate, enhancing students' capabilities to acquire, organize, interpret, analyze, and retrieve information.

60. (B) Analysis, Design, Development, Implementation, Evaluation
The ADDIE model is a foundational, iterative framework for instructional systems design. Its acronym represents five sequential phases: Analysis (identifying needs and audience),

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Design (specifying objectives and strategies), Development (creating instructional materials), Implementation (delivering course content), and Evaluation (assessing effectiveness through formative and summative tools).

61. (A) Design
During the Design phase of the ADDIE model, instructional designers use insights gathered during the Analysis phase to structure effective learning experiences. Key tasks include formulating measurable learning objectives, outlining lesson structures, selecting appropriate pedagogical methods, choosing instructional media, planning assessment items, and drafting detailed instructional blueprints.

62. (C) Systemic, iterative model viewing instruction as interdependent components
The Dick and Carey Instructional Design Model is a systemic, highly structured framework that views instruction as an integrated system. It aligns learning outcomes, target audience analysis, instructional strategies, material creation, and assessment items, treating each component as interdependent and incorporating formative evaluation loops to refine instructional effectiveness iteratively.

63. (A) Preparation → Presentation → Association/Comparison → Generalization → Application
Johann Friedrich Herbart's classic lesson planning framework comprises five formal steps in sequential order: Preparation (activating prior knowledge), Presentation (introducing new content), Association/Comparison (linking new ideas to existing concepts), Generalization (deriving general principles or rules), and Application (utilizing principles in practical problem contexts).

64. (C) Engage, Explore, Explain, Elaborate, Evaluate
The 5E Instructional Model, based on constructivist principles, outlines five sequential phases: Engage (hooking curiosity), Explore (hands-on investigation), Explain (clarifying concepts and vocabulary), Elaborate (applying concepts to new contexts), and Evaluate (assessing understanding). This structure encourages active inquiry and deep conceptual understanding in science and related subjects.

65. (B) Students apply new concepts in related situations to extend understanding
During the Elaborate phase of the 5E constructivist model, students apply their newly acquired concepts, skills, and vocabulary to novel but related situations. This phase challenges learners to extend their conceptual understanding, solve real-world problems, make broader cross-curricular connections, and refine their thinking before final formal evaluation takes place.

66. (D) Provides a macro-level overview and thematic organization across several weeks of lessons
Unit Planning focuses on macro-level instructional design, organizing related concepts, skills, and learning objectives into a cohesive thematic structure spanning several weeks. Unlike daily lesson plans that address specific 40-minute classroom interactions, unit plans ensure conceptual continuity, vertical alignment, thematic integration, and comprehensive evaluation across a broader curriculum section.

67. (A) Formulating outcomes around student inquiry, active exploration, and reflection
A constructivist lesson plan prioritizes active learner engagement over direct teacher lecturing. It centers instruction on open-ended inquiry, hands-on exploration, collaborative problem-solving, and reflective dialogue. Rather than transmitting static textbook answers, the constructivist plan structures scaffolding environments where students construct personal meaning and test their conceptual understanding actively.

68. (A) I and II only
Developed by William Heard Kilpatrick using John Dewey's pragmatic philosophy, the Project Method involves purposeful, real-life tasks carried out collaboratively in natural social environments. Statement III is incorrect because the project method requires careful teacher guidance, scaffolding, and structured planning, rather than completely eliminating instructional supervision or teacher oversight.

69. (A) Providing a Situation → Choosing the Project → Planning → Executing → Evaluating → Recording
Executing Kilpatrick's Project Method follows six systematic sequential steps: Providing a Situation (creating interest), Choosing the

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Project (selecting purposeful goals), Planning (outlining execution steps), Executing (carrying out tasks in natural social contexts), Evaluating (critiquing outcomes against goals), and Recording (documenting procedures and learnings).

70. (D) Students tackle complex real-world problems first to drive knowledge acquisition
Problem-Based Learning (PBL) is a student-centered strategy where learning is initiated by presenting an ill-structured, complex real-world problem. Instead of receiving factual lectures prior to application, students collaborate in small groups to identify learning gaps, conduct research, gather evidence, and formulate solutions, driving their acquisition of content knowledge.

71. (B) Active investigator who asks questions, gathers data, and formulates explanations
In Inquiry-Based Learning, the student transitions from a passive listener to an active investigator. Learners take ownership of the learning process by asking meaningful questions, designing investigations, gathering and analyzing empirical evidence, evaluating arguments, and synthesizing explanations, while the teacher acts as a facilitator providing instructional guidance.

72. (A) I, II and III only
Cooperative Learning relies on positive interdependence, individual accountability, and heterogeneous small group interactions to achieve shared goals. Statement IV is incorrect because cooperative learning maintains individual assessment alongside group goals to prevent free-riding, ensuring that each group member contributes actively and demonstrates individual mastery.

73. (D) Temporary groups formed by members from different teams to master specific content and plan teaching
In Elliot Aronson's Jigsaw strategy, students are assigned to home teams and given distinct sub-topics. Members from different teams assigned the same sub-topic temporarily meet in Expert Groups to master the material, clarify concepts, and design effective instructional methods before returning to teach their respective home team members.

74. (A) Mixed-ability group work with team scores based on individual improvement on quizzes
Developed by Robert Slavin, Student Teams-Achievement Divisions (STAD) is a cooperative learning model where mixed-ability teams collaborate to master content. Following teacher instruction and peer group study, students take individual quizzes. Team recognition points are awarded based on individual improvement over past performance, motivating all members.

75. (A) Both A and R are true and R is the correct explanation of A
The Flipped Classroom model reorders traditional instructional sequences by moving direct content delivery online via videos or readings for individual home study. This structural shift liberates classroom time, allowing teachers to guide interactive, application-based group activities, address learning misconceptions, and provide targeted individual support during active learning tasks.

76. (A) Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation
David Kolb's Experiential Learning Theory outlines a four-stage continuous cycle. Learning begins with a Concrete Experience (doing/having an experience), progresses to Reflective Observation (reflecting on the experience), advances to Abstract Conceptualization (forming theories/concepts), and concludes with Active Experimentation (applying theories to new situations).

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77. (A) Reflective Observation and Abstract Conceptualization
In David Kolb's Experiential Learning Cycle, reflecting upon an experience involves Reflective Observation, where learners analyze what occurred. Integrating these observations into logical frameworks, principles, or general theories represents Abstract Conceptualization. Together, these stages enable learners to derive theoretical insights from concrete real-world actions.

78. (C) Children learn self-paced through hands-on activities using structured learning ladder cards
Activity-Based Learning (ABL) prioritizes child-centered, self-paced learning supported by structured learning ladder cards and physical manipulatives. Students move through sequential learning milestones independently or

collaboratively, engaging in hands-on activities that cultivate active knowledge construction while continuous formative tracking replaces high-stakes mechanical testing.

79. (D) Dwight W. Allen and his colleagues
Micro-teaching was developed in 1963 at Stanford University by Dwight W. Allen and his academic associates, including Robert Bush and Oliver Gross. Created as a scaled-down teacher training technique, it aimed to simplify classroom complexities, allow targeted mastery of specific teaching skills, and provide immediate, objective video feedback.

80. (C) 36 minutes (Teach: 6m, Feedback: 6m, Re-plan: 12m, Re-teach: 6m, Re-feedback: 6m)
In India, the National Council of Educational Research and Training (NCERT) standardized the standard Micro-teaching Cycle to a duration of 36 minutes. The continuous cycle follows five structured phases: Teach (6 min), Feedback (6 min), Re-plan (12 min), Re-teach (6 min), and Re-feedback (6 min).

81. (B) Reducing class size, lesson duration, and focusing on one teaching skill at a time
In micro-teaching, scaled-down teaching refers to simplifying complex classroom conditions to create a controlled training environment. This is achieved by reducing class size to 5–10 peers or pupils, shortening lesson duration to 5–10 minutes, reducing topic scope, and focusing strictly on mastering one specific teaching skill per cycle.

82. (D) Skill of Questioning, Probing, Wait Time, and Reinforcement
The teacher's behavior indicates weak questioning mechanics, insufficient wait time, interrupting student responses, and providing minimal feedback. Developing questioning skills, incorporating adequate wait time, utilizing probing questions, and employing effective verbal and non-verbal reinforcement will encourage active student processing, deeper responses, and meaningful classroom interaction.

83. (A) Sustaining attention through varied teacher movement, gestures, and voice modulation
The micro-teaching skill of Stimulus Variation involves deliberate actions taken by the teacher to alleviate student boredom and maintain high levels of classroom attention. Techniques include varying teacher movement, utilizing expressive gestures, modulating vocal pitch and tone, shifting sensory channels, pausing strategically, and altering interaction styles.

84. (C) Skill of Probing Questions
The skill of Probing Questions involves guiding students to move beyond surface-level answers toward deeper conceptual clarity. When student responses are incomplete or incorrect, the teacher uses targeted sub-skills such as prompting, seeking further information, refocusing, and redirecting questions to guide critical thinking and self-correction.

85. (A) Preparing student focus, building interest, and linking prior knowledge at lesson start
Set Induction is the initial micro-teaching skill applied at the start of a lesson to establish focus and readiness. It aims to capture student attention, stimulate interest, create cognitive curiosity, and build meaningful conceptual bridges connecting students' prior knowledge with the new subject matter about to be presented.

86. (B) 13
B.K. Passi and his associates at the Centre of Advanced Study in Education (CASE) identified 13 core teaching skills in their influential framework. This list standardized teacher education practices across India, emphasizing skills like writing objectives, set induction, probing questioning, stimulus variation, reinforcement, and blackboard usage.

87. (B) To run a race track or course
The word curriculum is etymologically derived from the Latin verb currere, which translates to "to run" or "a operational race course/track." Historically, it represents the educational track or path that learners run or traverse to achieve specified learning goals, developmental milestones, and educational degrees.

88. (A) I → II → III → IV
Ralph Tyler's classic rationale for curriculum development (1949) outlines four linear, logical steps in sequence: formulating educational objectives (Step I), selecting appropriate learning experiences and content (Step II), organizing learning experiences effectively (Step III), and evaluating the extent to which objectives have been achieved (Step IV).

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89. (D) Curriculum should be designed inductively by teachers from specific learning units
Hilda Taba advocated a bottom-up, grassroots approach to curriculum development, contrasting Ralph Tyler's top-down administrative model. Taba argued that curricula should be designed inductively by classroom teachers who understand learner needs, starting with the creation of specific instructional units before building general curricular frameworks.

90. (A) Unwritten, unofficial values and norms that students learn in school settings
The hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, behaviors, and social norms that students absorb while navigating the institutional environment of schools. It includes implicitly learned lessons regarding social hierarchy, authority, gender roles, compliance, punctuality, and peer competition embedded within school routines.

91. (B) Implementing and translating written curriculum plans into classroom learning experiences
Curriculum transaction describes the practical process of translating formal, written curriculum documents into active classroom learning experiences. It encompasses pedagogical methods, teacher-student interactions, learning environment management, instructional material selection, and continuous formative assessment techniques utilized by educators during actual lesson delivery.

92. (B) Demonstrating total awareness of all classroom events at all times ("eyes in the back")
Identified by Jacob Kounin, with-it-ness refers to a teacher's ongoing awareness of everything occurring in the classroom simultaneously. Teachers exhibiting with-it-ness accurately identify misbehavior early, target the correct perpetrators promptly, and communicate to students that they are fully aware of classroom dynamics, thereby preventing disruptions proactively.

93. (A) Attending to multiple classroom events simultaneously without losing momentum
In Jacob Kounin's classroom management framework, overlapping refers to a teacher's ability to attend to two or more classroom events simultaneously without being distracted or losing lesson momentum. For example, an effective teacher can address minor student misbehavior quietly while continuing to direct a small group discussion seamlessly.

94. (C) How handling misbehavior in one student influences observing peers in class
Jacob Kounin defined the ripple effect as the phenomenon where a teacher's correction of misbehavior in one student influences the behavior of observing peers. When a teacher corrects a student clearly, firmly, and constructively, surrounding classmates observe the interaction and adjust their own behavior accordingly without direct reprimands.

95. (D) Establishing rules, routines, and engaging instruction to prevent misbehavior proactively
Proactive classroom management focuses on preventing behavioral disruptions before they occur. It involves establishing clear rules and daily routines early, arranging physical spaces effectively, planning engaging, pace-appropriate instruction, and fostering positive teacher-student relationships, thereby creating a supportive environment that minimizes opportunities for classroom off-task behavior.

96. (C) Content, Process, Product, and Learning Environment
Carol Ann Tomlinson's model of Differentiated Instruction involves systematically modifying four key elements: Content (what students learn), Process (how students make sense of ideas), Product (how students demonstrate understanding), and Learning Environment (classroom operation and physical setup), based on individual student readiness, interests, and learning profiles.

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97. (B) Varying learning activities and pathways through which students master core concepts
Differentiating the process involves offering varied learning activities, instructional pathways, and support levels through which students process and make sense of core concepts. Teachers can differentiate process by utilizing graphic organizers, tiered activities, flexible grouping, varied learning paces, or multi-sensory materials matching individual student learning readiness and learning styles.

98. (A) I, III and IV only
Under the RPwD Act 2016 and NEP 2020, inclusive education mandates that children

with disabilities learn in general, mainstream classrooms alongside non-disabled peers, supported by barrier-free infrastructure, assistive technology, and curricular accommodations. Statement II is incorrect because inclusive education explicitly opposes segregated placements as the standard default option.

99. (A) Multiple means of Engagement, Representation, and Action/Expression
Universal Design for Learning (UDL) is an instructional framework built upon three neuroscience-based core principles: providing multiple means of Engagement (the why of learning), multiple means of Representation (the what of learning), and multiple means of Action and Expression (the how of learning), ensuring accessibility for diverse learners.

100. (C) Accommodation changes how a student learns; Modification changes what is learned
In special and inclusive education, accommodations alter the instructional delivery, format, or testing conditions to allow access without changing learning expectations or standard content complexity. In contrast, modifications involve fundamental changes to the actual learning standards, curriculum complexity, or performance expectations to match individual cognitive capacities.

101. (A) A written plan detailing specific educational goals and accommodations tailored to a child
An Individualized Education Program (IEP) is a legally binding, comprehensive written document designed for a student with special needs. Developed collaboratively by a multi-disciplinary team, it outlines current performance levels, measurable annual educational goals, specialized instructional support, accommodations, modifications, and progress monitoring methods tailored to the child.

102. (D) Dyslexia
Under the Rights of Persons with Disabilities (RPwD) Act 2016, Dyslexia is recognized as a specific learning disability of neurodevelopmental origin. It primarily impacts reading accuracy, reading rate, decoding fluency, and phonological processing, causing individuals to struggle with word recognition and spelling despite exhibiting average or above-average general intelligence.

103. (B) Written expression, handwriting motor control, and spelling execution
Dysgraphia is a specific neurodevelopmental learning disability that affects written expression and fine motor coordination required for writing. Individuals with dysgraphia struggle with handwriting legibility, letter formation, spatial spacing, writing speed, mechanical spelling, and translating cognitive thoughts into organized written forms on paper.

104. (C) Integrating face-to-face instruction with online learning activities
Blended learning is an instructional methodology that thoughtfully integrates traditional face-to-face classroom teaching with digital, online learning experiences. It leverages technology to grant students agency over the time, place, path, and pace of learning while retaining the valuable interpersonal guidance, social collaboration, and direct feedback of classroom teachers.

105. (A) Both A and R are true and R is the correct explanation of A
Competency-Based Education (CBE) prioritizes demonstrated mastery of specific learning outcomes and practical skills over uniform seat time. Student progress is evaluated using criterion-referenced standards with transparent performance indicators, ensuring learners advance only after proving genuine conceptual proficiency rather than relying on relative norm-referenced peer grading.

106. (A) Defining clear, measurable outcomes first and designing instruction backwards from them
Outcome-Based Education (OBE) utilizes a backward design framework. The curriculum design process begins by establishing clear, high-level, and demonstrable learning outcomes expected from graduates. Once these end goals are specified, educators design aligned instructional strategies, learning activities, content units, and evaluation tools directly targeting those defined outcomes.

107. (B) Formative Assessment (Assessment FOR Learning)
Formative assessment is conducted continuously during the instructional process to monitor student understanding, gather ongoing diagnostic data, and deliver immediate feedback. By identifying learning gaps and misconceptions in real time, teachers can adapt pedagogical

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techniques to better support learning, earning it the designation Assessment FOR Learning.

108. (A) I and II only
Assessment AS Learning positions the student as the active critical observer of their own learning process. It emphasizes metacognitive reflection, self-monitoring, self-assessment, and constructive peer review. Statement III is incorrect because assigning final letter grades for official report cards is the primary function of summative assessment (Assessment OF Learning).

109. (A) Identifying knowledge gaps and learning difficulties before instruction to plan intervention
Diagnostic assessment is administered prior to or at the beginning of an instructional period to evaluate students' baseline knowledge, prerequisite skills, specific misconceptions, and potential learning difficulties. Insights gained from diagnostic tools enable educators to design targeted remedial interventions, adjust lesson planning, and differentiate instruction appropriately.

110. (C) Assessing scholastic and co-scholastic growth continuously using diverse tools
Continuous and Comprehensive Evaluation (CCE) evaluates all aspects of student growth over time. It incorporates continuous formative tracking throughout the academic year and comprehensive coverage of both scholastic domains (subject knowledge and cognitive skills) and co-scholastic domains (life skills, attitudes, values, co-curricular interests, and physical well-being).

111. (D) A scoring guide evaluating student work based on explicit criteria across levels
An assessment rubric is a structured scoring guide used to evaluate student performance, assignments, or projects against explicit criteria. It consists of specific evaluation standards along one axis and clear performance quality descriptors across levels of achievement along the other, ensuring consistent, objective, transparent, and fair assessment.

112. (C) Direct teachers to construct assessment items aligned with higher-order cognitive domains
The assessment imbalance reveals a heavy reliance on lower-order memory recall items (Remember level) and a lack of items addressing higher-order cognitive domains (Apply, Analyze, Evaluate). The Principal must instruct teachers to design test items aligned with higher-order cognitive levels in Bloom's taxonomy to assess conceptual understanding effectively.

113. (B) The percentage of examinees who answered an assessment item correctly
In educational test construction, the Item Difficulty Index (p-value) represents the proportion or percentage of examinees who answered a specific test item correctly. It is calculated by dividing the number of correct responses by the total number of examinees, ranging from 0.00 (extremely difficult) to 1.00 (extremely easy).

114. (D) Extremely easy (95% answered correctly)
An item difficulty index (p-value) of 0.95 indicates that 95 percent of all examinees answered the question correctly. In psychometric analysis, a p-value this high classifies the test item as extremely easy, offering minimal utility in discriminating between students of high and low overall ability.

115. (A) How well an item distinguishes between high and low ability examinees
The Item Discrimination Index (d-value) measures a test question's capability to differentiate between high-achieving and low-achieving examinees. It is calculated by subtracting the proportion of correct responses in the lower-scoring criterion group from the proportion of correct responses in the higher-scoring criterion group on the overall test.

116. (C) More higher-scoring students answered correctly than lower-scoring students
A positive item discrimination index ($d > +0.30$) signifies that a significantly larger proportion of high-scoring students answered the question correctly compared to low-scoring students. This positive value indicates that the test item effectively distinguishes examinees with superior subject mastery from those with weak mastery.

117. (A) Stephen M. Corey
Stephen M. Corey is widely recognized as the pioneer who applied Kurt Lewin's concept of action research specifically to educational settings in the 1950s. Corey advocated that school practitioners, including teachers and administrators, should conduct scientific inquiry

in their own classrooms to solve immediate instructional problems and refine practice.

118. (D) Solving immediate practical problems in one's own context to improve practice
The fundamental purpose of Action Research is enabling practitioners to investigate immediate, localized problems within their own professional context. Rather than seeking universal theories or macro-level generalizations, educators use action research to systematically evaluate classroom practices, test interventions, improve student learning outcomes, and enhance institutional effectiveness.

119. (A) Plan → Act → Observe → Reflect
The cyclical process of Action Research follows four foundational steps in continuous sequence: Plan (formulating targeted interventions), Act (implementing action strategies in the classroom), Observe (systematically collecting observational and outcome data), and Reflect (analyzing results to evaluate effectiveness and inform the next research cycle).

120. (C) Continuous professional development and capacity building for teachers and principals
NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) is a flagship capacity-building program under Samagra Shiksha in India. It aims to improve learning outcomes at the elementary and secondary stages through continuous professional development of teachers, headpersons, school management committee members, and educational administrators across the country.

121. (C) 50 hours
The National Education Policy 2020 mandates that every school teacher and principal must undergo a minimum of 50 hours of Continuous Professional Development (CPD) annually. These modules cover foundational literacy, competency-based learning, inclusive education, art-integration, sports-integration, digital pedagogy, and school-based assessment to continuously upgrade professional competencies.

122. (A) I, II and IV only
Guidance is developmental and preventive for all students, whereas counselling provides therapeutic, specialized support for deeper personal or emotional challenges. Classroom teachers deliver foundational educational and vocational guidance daily. Statement III is incorrect because guidance is meant for all students, not restricted to disciplinary cases.

123. (B) Self-awareness, empathy, critical and creative thinking, problem-solving, communication, and coping skills
The World Health Organization (WHO) identified 10 core life skills grouped in five paired domains: Self-awareness and Empathy; Critical thinking and Creative thinking; Decision-making and Problem-solving; Effective communication and Interpersonal relationship skills; and Coping with emotions and Coping with stress, fostering holistic adolescent well-being.

124. (B) Expose all learners to middle school vocational practice, removing manual work stigma
NEP 2020 and the National Skills Qualifications Framework aim to mainstream vocational education by exposing all middle school students (Grades 6–8) to practical hands-on vocational experiences, such as carpentry, pottery, electric work, and gardening. This integration eliminates social stigma associated with manual work, encouraging dignity of labor.

125. (A) Traditional vocational knowledge developed in India for school curricula
Lok Vidya, as referenced in the National Education Policy 2020, refers to traditional vocational knowledge developed in India through local community practice. NEP 2020 emphasizes integrating Lok Vidya into school curricula to preserve cultural heritage, validate indigenous craftsmanship, and provide students with practical vocational exposure aligned with local economies.

126. (C) Formative provides ongoing feedback during learning; Summative evaluates final achievement
Formative assessment takes place during instruction, offering continuous feedback to teachers and students to modify learning activities. Summative assessment occurs at the conclusion of an instructional period or course, evaluating cumulative student achievement against established standard criteria to assign grades, certifications, or promotional status.

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127. (D) Collaborative problem-solving, open inquiry, and hands-on discovery
Constructivism asserts that knowledge is actively built by learners through interaction with their environment and peers. Pedagogical strategies like collaborative problem-solving, open-ended inquiry, and hands-on discovery reflect constructivist principles by encouraging students to explore phenomena, ask questions, manipulate variables, evaluate evidence, and build internal conceptual understanding.

128. (D) I, II and III
Benjamin Bloom's Mastery Learning Model asserts that given appropriate instructional conditions and sufficient time, virtually all students can achieve high mastery of learning objectives. Instruction is broken into small sequential units, each followed by formative diagnostic testing, feedback, and targeted corrective instruction before students proceed to subsequent units.

129. (B) Comparing performance relative to a defined peer norm group
In a Norm-Referenced Test (NRT), a student's individual score is interpreted by comparing it relative to the performance distribution of a representative peer norm group. NRTs rank examinees along a continuum, expressing performance in relative terms such as percentile ranks, stanines, or z-scores rather than absolute subject mastery.

130. (D) Comparing performance against predetermined learning standards or mastery criteria
In a Criterion-Referenced Test (CRT), a student's performance is evaluated by comparing their score against absolute, predetermined learning standards, competencies, or mastery criteria. CRT measures specific subject knowledge and skills achieved by the individual examinee, regardless of how other students in the group performed on the test.

131. (A) Norm-Referenced Interpretation
Reporting that a student scored in the 85th percentile represents a norm-referenced interpretation. It indicates that the student scored equal to or higher than 85 percent of the comparison peer norm group, providing a relative ranking position rather than describing specific subject tasks or percentage content mastery.

132. (C) Their own previous personal performance over time
Ipsative assessment evaluates a student's current performance by comparing it directly against their own past performance records over time. By focusing on personal improvement, self-comparison, and internal growth rather than peer ranking or external criteria, ipsative assessment fosters intrinsic motivation, self-efficacy, and a growth mindset in learners.

133. (A) The degree to which a test measures the intended psychological construct
Construct validity evaluates the extent to which an assessment tool accurately measures the theoretical psychological construct or latent trait it claims to measure, such as critical thinking, intelligence, or reading anxiety. It is established by gathering theoretical and empirical evidence, including convergent, discriminant, and factor-analytic evidence.

134. (D) The consistency, stability, and repeatability of test scores
Reliability in educational measurement refers to the consistency, stability, and repeatability of test scores across different test administrations, parallel testing forms, or different raters. A highly reliable test produces similar measurement results under consistent testing conditions, ensuring that observed score variations reflect true differences rather than random errors.

135. (A) Both A and R are true and R is the correct explanation of A
Reliability is a necessary prerequisite for validity, but reliability alone does not guarantee validity. A test can consistently measure the wrong property repeatedly (high reliability without validity). However, if an assessment instrument lacks score consistency, it cannot accurately or validly measure the intended target construct.

136. (C) Internal Consistency Reliability
The Split-Half method and Cronbach's Alpha are statistical methods used to estimate Internal Consistency Reliability. These methods assess the degree to which all items on a single test instrument measure the same construct or underlying domain by evaluating item inter-correlations from a single test administration.

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137. (D) Inter-Rater (Inter-Scorer) Reliability
Inter-Rater Reliability (also called inter-scorer reliability) measures the degree of score agreement or consistency between two or more independent raters evaluating the same subjective student work. High inter-rater reliability ensures that assessment results reflect objective student performance rather than subjective scorer bias or variance.

138. (A) Content validity through balanced coverage of objectives and domains
A Table of Specifications (or Test Blueprint) is a two-dimensional grid aligning course learning objectives across cognitive levels with subject content units. Creating a test blueprint prior to test construction ensures balanced sampling of content, proper cognitive weighting, and strong content validity, preventing over-testing of minor topics.

139. (B) Analytic Rubric
An Analytic Rubric is the ideal tool for assessing complex performance skills, artistic presentations, and authentic projects. It breaks down performance into distinct qualitative criteria and evaluates each criterion independently across defined achievement levels, providing clear qualitative descriptive feedback and objective evaluation standards.

140. (B) Purposeful collection of student work over time showing growth and reflection
Portfolio Assessment involves the systematic, purposeful collection of a student's work accumulated over time. Portfolios include student self-reflections, draft revisions, completed projects, and diverse performance artifacts, providing a comprehensive, authentic, multi-dimensional view of student cognitive development, effort, progress, and achievement over an academic period.

141. (A) Brief objective descriptions of significant student behaviors observed in school
Anecdotal records are short, objective written accounts maintained by teachers documenting specific, significant incidents of student behavior, social interactions, or emotional responses observed in natural school contexts. Recorded without immediate subjective interpretation, anecdotal records provide valuable qualitative diagnostic insights into individual student socio-emotional development.

142. (C) Direct teachers to implement UDL, tactile aids, audio descriptions, and screen readers
To satisfy inclusive education standards, the Principal must enforce accessible multi-sensory instruction. Teachers must integrate Universal Design for Learning (UDL) principles, providing tactile geometry manipulatives, embossed graphs, audio descriptions, screen reader software, and brailled materials, thereby ensuring visually impaired students access mathematical content on an equal basis with peers.

143. (D) Providing temporary support structures matched to learner needs, fading them as competence grows
In inclusive classrooms, scaffolding refers to temporary supportive structures provided by teachers or peers to help students master tasks within their Zone of Proximal Development. Scaffolding mechanisms—such as visual prompts, sentence stems, graphic organizers, and guided questioning—are systematically faded as learner competence and self-regulation increase.

144. (C) Direct Instruction Model (Engelmann/Hunter)
The Direct Instruction model, associated with Siegfried Engelmann and Madeleine Hunter, is a highly structured, teacher-led instructional approach. It follows a clear sequential progression: explicit objective presentation, modeling/demonstration, guided practice with immediate corrective feedback, and independent practice to ensure high mastery of core academic skills.

145. (B) Instructional activity where teachers and peers lead dialogue using predicting, questioning, clarifying, and summarizing
Developed by Annemarie Palincsar and Ann Brown, Reciprocal Teaching is an instructional technique designed to improve reading comprehension. Teachers and students take turns leading small-group structured dialogue built around four cognitive strategies: Predicting content, Questioning key ideas, Clarifying confusing points, and Summarizing main texts.

146. (D) Task Analysis
Task Analysis is a pedagogical strategy that involves breaking down a complex learning task or skill into its small, sequential component sub-tasks. By arranging these sub-steps in logical order, teachers can systematically teach and assess complex physical, procedural, or cognitive

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skills step-by-step, providing targeted support where needed.

147. (A) The degree of dispersion or spread of test scores around the mean score
Standard Deviation is a fundamental statistic in educational measurement that quantifies the degree of dispersion, variability, or spread of individual test scores around the arithmetic mean. A small standard deviation indicates that test scores cluster tightly near the mean, whereas a large standard deviation reflects widely dispersed performance.

148. (B) Normal Distribution Curve (Gaussian Curve)
The Normal Distribution Curve (or Gaussian Curve) is a theoretical bell-shaped, symmetrical score distribution. Its core statistical properties include equal mean, median, and mode values located at the exact center. Furthermore, approximately 68.26% of scores fall within ± 1 standard deviation, and 95.44% fall within ± 2 standard deviations.

149. (B) Mode $<$ Median $<$ Mean
In a positively skewed score distribution, the tail extends to the right toward higher values, indicating that most examinees scored low marks while few scored high. Consequently, the extreme high scores pull the mean upward, resulting in the characteristic mathematical inequality: Mode $<$ Median $<$ Mean.

150. (D) The test was easy, with most students scoring high marks and few scoring low
A negatively skewed distribution features a tail extending to the left toward lower values, meaning the vast majority of examinees scored high marks while only a few scored poorly. In educational evaluation, a negatively skewed distribution typically indicates that the assessment was easy relative to student mastery levels.

151. (B) Learning by Doing and Project Method
John Dewey's philosophy of Pragmatism asserts that truth and knowledge are derived from action, experience, and practical application. This philosophy provides the direct foundation for experiential pedagogy, particularly Learning by Doing and Kilpatrick's Project Method, where children acquire knowledge by actively solving real-world, purposeful problems in social contexts.

152. (A) I, II and III only
A Principal serving as a Pedagogical Leader focuses on instructional improvement, setting clear academic goals, conducting clinical supervisory classroom visits, providing feedback, and aligning resources with teacher professional growth. Statement IV is incorrect because isolating oneself in administrative paperwork without visiting classrooms directly contradicts pedagogical leadership principles.

153. (D) Supervision collaboratively supports teacher growth; Inspection administratively evaluates statutory compliance
Educational Supervision is a collaborative, ongoing, and supportive professional development process focused on mentoring teachers, refining instructional strategies, and enhancing student learning. Conversely, Educational Inspection is an administrative, periodic, and evaluative procedure designed to assess institutional compliance with statutory regulations, policy mandates, and infrastructural standards.

154. (A) Pre-observation conference $\rightarrow$ Classroom observation $\rightarrow$ Analysis/Strategy $\rightarrow$ Post-observation conference $\rightarrow$ Post-conference analysis
Clinical Supervision follows a systematic five-stage developmental cycle: Pre-observation conference (setting objectives and focus), Classroom observation (collecting objective instructional data), Analysis/Strategy (interpreting data and planning feedback), Post-observation conference (sharing observations and setting reflective goals), and Post-conference analysis (evaluating the supervisory process).

155. (B) Socratic Seminar / Structured Debate
A Socratic Seminar or Structured Debate requires students to independently research complex topics, construct logical arguments, analyze opposing viewpoints, and defend evidence-based positions within formal, time-regulated rules. This pedagogical method promotes advanced critical thinking, active listening, persuasive communication, and rigorous analytical reasoning skills.

156. (B) Probing assumptions and contradictions to guide students toward conceptual clarity through questioning
The Socratic Questioning technique utilizes disciplined, probing questions to examine

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student assumptions, expose underlying logical contradictions, and guide learners toward deep conceptual clarity. Rather than transmitting direct answers, the teacher acts as an intellectual guide, prompting students to analyze arguments, evaluate evidence, and construct valid conclusions independently.

157. (A) Developing ethical awareness, human values, civic responsibility, and constitutional values
Integrated across school curricula, Value Education aims to develop ethical consciousness, moral reasoning, civic responsibility, empathy, and constitutional values like equality, secularism, and justice. Rather than indoctrinating specific dogmas, it cultivates reflective decision-making, helping students navigate complex moral dilemmas and contribute positively to society.

158. (C) Storytelling-based pedagogy, Art-integration, and Sports-integration
The National Education Policy 2020 explicitly integrates experiential learning across all stages of school education using creative frameworks. These frameworks include Storytelling-based pedagogy, Art-Integrated learning, and Sports-Integrated learning, shifting classroom transactions away from mechanical memorization toward multi-sensory, joyful, hands-on, and cross-curricular conceptual exploration.

159. (D) Giving students hands-on exposure to local crafts and vocations without textbook bags
NEP 2020 introduces a 10-day Bagless Days period during Grades 6–8 to provide students with hands-on, practical exposure to local vocations and crafts, such as carpentry, pottery, gardening, and metalwork. Participating in local community internships without textbook burdens fosters dignity of labor and practical skill acquisition.

160. (C) Allowing students to show mastery through diverse assessment modes matching their strengths
Differentiated Assessment involves providing multiple, flexible options for students to demonstrate their conceptual mastery, skills, and knowledge. Recognizing that learners possess varied strengths and needs, teachers vary assessment formats—utilizing oral presentations, visual projects, written essays, or performance tasks—without compromising core learning standards or expectations.

161. (B) Concrete Operational Stage
According to Jean Piaget's cognitive development theory, the concept of Conservation—understanding that quantitative properties like mass, volume, or number remain unchanged despite changes in physical appearance or spatial arrangement—is acquired during the Concrete Operational Stage, typically occurring between ages 7 and 11 years.

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162. (D) Conservation and Centration
A child who believes a tall container holds more liquid than a short wide container demonstrates centration—focusing on a single perceptual feature (height) while ignoring other relevant dimensions (width). This cognitive limitation prevents the child from grasping conservation of liquid volume, a characteristic typical of Piaget's Preoperational Stage.

163. (A) A self-regulatory tool used to guide thinking, planning, and behavior
In Lev Vygotsky's socio-cultural theory, private speech (self-talk) in young children is a vital cognitive tool for self-regulation. Far from being egocentric or immature, private speech helps children guide their thoughts, plan actions, solve complex tasks, and control behavior, eventually internalizing into silent inner speech during middle childhood.

164. (C) Incidental / Implicit Learning
Incidental or implicit learning refers to knowledge acquisition that occurs without intentional study or explicit instructional direction. It takes place naturally as an indirect product of engaging in other meaningful tasks, social interactions, or environmental exploration, allowing individuals to acquire complex linguistic, social, or procedural patterns effortlessly over time.

165. (A) Both A and R are true and R is the correct explanation of A
Art-Integrated Learning (AIL) links creative artistic expressions with academic subjects, promoting deep cognitive processing. By engaging visual, auditory, and kinesthetic learning channels simultaneously, AIL enables students to explore abstract mathematical and scientific principles creatively, serving as the direct justification for its cross-curricular pedagogical efficacy.

166. (D) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
Under the National Education Policy 2020, PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. Established as a standard-setting body under NCERT, PARAKH fulfills the mandate of unifying assessment norms, guiding state assessment boards, and conducting national learning achievement surveys.

167. (B) Setting assessment norms and guidelines across all recognized school boards in India
PARAKH is established as a National Assessment Centre under NEP 2020 to set standard assessment norms, guidelines, and evaluation protocols across all recognized central and state school boards in India. It aims to eliminate rote testing traditions, guide competency-based evaluation, and oversee national achievement surveys.

168. (D) I, II and III
The Holistic Progress Card (HPC) mandated by NEP 2020 is a comprehensive 360-degree multidimensional progress report. It evaluates student growth across cognitive, affective, and psychomotor domains by incorporating self-assessment, peer-assessment, and teacher evaluation, while tracking project work, life skills, creative capacities, and socio-emotional development over time.

169. (D) Providing targeted remedial instruction to address learning gaps identified in tests
Diagnostic teaching follows formative assessment to address specific learning gaps, misconceptions, and procedural errors identified in student performance. Its primary goal is providing targeted, adapted remedial instruction and alternative pedagogical strategies, enabling students to correct errors, clarify concepts, and achieve mastery before advancing in the curriculum.

170. (A) Restructured using alternative pedagogical approaches matching student learning difficulty
Effective remedial teaching does not simply repeat failed instructional materials at the same pace. Instead, instructional content must be completely restructured using alternative pedagogical techniques, concrete manipulatives, multi-sensory tools, simplified sub-steps, and scaffolded practice tailored specifically to address the root causes of individual learning difficulties.

171. (B) Developing specific teaching skills in controlled scaled-down laboratory settings
Micro-teaching is a specialized teacher training technique used primarily in pre-service and in-service professional preparation. By scaling down class size, lesson duration, and topic scope, it provides a controlled laboratory setting where student-teachers practice, record, analyze, receive feedback on, and refine discrete pedagogical skills systematically.

172. (A) Scaffolding via graphic organizers, sentence starters, and model journals
To transition students from reliance on guidebooks to independent reflective writing, the teacher must provide structured pedagogical scaffolding. Utilizing graphic organizers for planning ideas, offering sentence starters, modeling reflective journal entries, and organizing peer discussion groups provides the temporary framework needed for students to develop self-directed writing competence.

173. (A) Active knowledge construction by the learner through inquiry and experience
Constructivist pedagogy centers on the core principle that learners actively build their own conceptual understanding rather than passively absorbing transmitted information. Instructional activities prioritize open inquiry, hands-on experimentation, problem-solving, collaborative dialogue, and critical reflection, allowing students to integrate new experiences with existing cognitive structures meaningfully.

174. (C) Direct instruction moves online, transforming group space into an interactive environment
Flipped Learning is a pedagogical approach where direct instructional content is delivered outside the shared classroom space via digital media. This shift transforms the group learning space into a dynamic, interactive environment where the educator guides students as they apply concepts, collaborate on projects, and engage in critical problem-solving.

175. (D) Self-Efficacy
Formulated by Albert Bandura, Self-Efficacy describes an individual's personal belief in their capabilities to organize and execute the specific courses of action required to produce

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given performance attainments. Self-efficacy significantly influences students' task choices, effort expenditure, persistence through difficulties, and overall academic achievement strategies.

176. (C) Approaching tasks as challenges to master, sustaining effort despite setbacks
Students with high self-efficacy view difficult tasks as challenges to master rather than threats to avoid. They display strong task orientation, set high goals, maintain effort despite initial failures, recover quickly from setbacks, and attribute failures to manageable factors like insufficient effort or task strategy choice.

177. (B) Inherent interest, curiosity, and personal satisfaction from the task itself
Intrinsic motivation occurs when an individual engages in an activity purely for its inherent satisfaction, curiosity, challenge, and enjoyment, rather than for external pressures or tangible rewards. Intrinsically motivated learners display deep cognitive engagement, high persistence, genuine intellectual interest, and creative problem-solving during educational tasks.

178. (A) I, II and III only
Self-Determination Theory (SDT), developed by Deci and Ryan, posits that intrinsic motivation flourishes when three basic psychological needs are met: Autonomy, Competence, and Relatedness. Statement IV is incorrect because introducing controlling extrinsic rewards often undermines intrinsic motivation, a phenomenon known as the overjustification effect.

179. (A) High teacher expectations lead to higher student performance, and low lead to lower
The Pygmalion Effect, demonstrated by Rosenthal and Jacobson, refers to the psychological phenomenon where high teacher expectations lead to improved student academic performance. When teachers expect superior performance, they unconsciously provide richer feedback, warmer climate, and greater intellectual challenge, which elevates student confidence and actual achievement.

180. (C) Low expectations placed upon a student leading to lower student performance
The Golem Effect is a psychological phenomenon in education where low teacher expectations lead to a measurable drop in student performance. When teachers hold negative assumptions regarding a student's cognitive capability, they unconsciously deliver less feedback, lower instructional rigor, and reduced support, ultimately fulfilling the negative prediction.

181. (A) Learning expectations and skills build logically from one grade level to the next
Vertical Alignment of curriculum ensures that learning objectives, skills, and content topics progress logically, sequentially, and continuously across grade levels from kindergarten through senior secondary. Proper vertical alignment eliminates content gaps and unnecessary redundancies, allowing students to build upon prior knowledge systematically as they advance through grades.

182. (D) Coordinating learning standards and assessments across subjects within the same grade
Horizontal Alignment of curriculum refers to coordinating learning standards, instructional themes, and assessments across different subject areas within the same grade level. It ensures that content taught in science, social studies, language arts, and mathematics complements and reinforces shared concepts, fostering cohesive cross-disciplinary learning experiences.

183. (B) Any subject can be taught effectively in an honest form to a child at any stage
Jerome Bruner's Spiral Curriculum is built upon his famous hypothesis that any subject can be taught effectively in an intellectually honest form to any child at any stage of development. Complex ideas are simplified into basic structures initially and continuously revisited with increasing abstract depth as cognitive maturity develops.

184. (C) A central set of fundamental learning experiences mandated for all students
A Core Curriculum consists of a mandatory set of fundamental learning experiences, subjects, competencies, and values that all enrolled students are required to complete. Designed to provide a broad general foundation, it ensures equitable educational preparation across essential domains like languages, mathematics, science, and social studies.

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185. (D) Integrating concepts and methods from multiple disciplines to explore a central theme
An Interdisciplinary Approach in curriculum transaction integrates perspectives, concepts, methodologies, and knowledge frameworks from multiple academic subjects to examine a central theme, real-world issue, or complex topic. This approach breaks down artificial subject boundaries, helping students understand multi-faceted connections across knowledge domains.

186. (A) Reflective Teaching Journal / Portfolio
A Reflective Teaching Journal or Professional Portfolio serves as a powerful qualitative tool for continuous professional growth. Educators systematically record classroom observations, analyze instructional successes and failures, evaluate student engagement, examine teaching strategies, and articulate personal insights, thereby engaging in self-directed critical reflection to refine pedagogical practice.

187. (B) Teachers working collaboratively to plan, observe, analyze, and refine research lessons
Lesson Study (Jugyou Kenkyuu) is a collaborative teacher professional development process originating in Japan. Teachers work together in small teams to identify learning goals, meticulously plan a research lesson, observe one member deliver the lesson, analyze objective student learning data together, and collaboratively refine the lesson structure.

188. (A) I and III only
Differentiated Instruction involves proactively adapting content, process, products, or learning environments using flexible grouping, tiered tasks, and varied assessments. Statement II is incorrect because differentiation does not require writing 40 individual daily lesson plans; rather, it utilizes targeted group variations and scaffolded pathways to address diverse readiness levels.

189. (A) Tasks designed at varied complexity targeting the same outcome to match readiness
Tiered Instruction is a core strategy in differentiated classrooms where teachers design varied levels of task complexity targeting the same essential learning outcome. By matching instructional tiers to students' differing readiness levels, background knowledge, or skill levels, all learners engage with key concepts at an appropriately challenging cognitive depth.

190. (C) Fluidly grouping students based on specific learning needs or tasks for short durations
Flexible Grouping is a classroom management strategy where students are temporarily grouped and regrouped according to specific instructional needs, learning interests, or task goals. Unlike static ability tracking, flexible groups fluidly change based on ongoing formative assessment data, allowing students to collaborate with diverse peers across varied learning contexts.

191. (D) Timely, specific, descriptive, and focused on the learning task rather than self-worth
Formative feedback is most effective when it is provided promptly, offers specific and descriptive guidance regarding performance, highlights gaps between current work and targets, and suggests actionable next steps. It must focus strictly on task performance and processing strategies rather than ego-directed praise or personal self-worth comparisons.

192. (C) Evaluate and provide constructive peer feedback using criteria to foster reflection
Peer Assessment involves students evaluating each other's performance or assignments against clear, explicit criteria to provide constructive feedback. Engaging in peer assessment develops critical evaluation skills, deepens conceptual understanding of standards, fosters collaborative dialogue, and encourages students to reflect critically upon and refine their own learning processes.

193. (B) Metacognition, self-regulation, and ownership of learning
Self-Assessment requires learners to critically evaluate their own work, measure progress against established learning criteria, and identify areas needing improvement. This practice cultivates metacognition, enhances self-regulatory capabilities, develops intellectual independence, and empowers students to take active personal ownership of their ongoing academic growth.

194. (D) A visual graphical tool organizing knowledge structures via linked concept nodes
Developed by Joseph Novak based on Ausubel's cognitive theory, a Concept Map is a visual graphic organizer representing relationships between concepts. It consists of concept nodes connected by labeled directional propositions, illustrating hierarchical organization, inter-

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conceptual relationships, and cognitive structures within a specific domain of knowledge.

195. (A) Both A and R are true and R is the correct explanation of A
Concept mapping is a powerful metacognitive strategy anchored in David Ausubel's theory of Meaningful Verbal Learning. By explicitly constructing visual cross-links between new concepts and existing cognitive frameworks, concept maps clarify conceptual hierarchies and relationships, providing the exact theoretical mechanism that prevents rote, disconnected memorization.

196. (C) Providing temporary support matched to student ZPD, reduced as independence grows
Rooted in Vygotsky's Zone of Proximal Development, scaffolding involves offering targeted, temporary support structures—such as hints, prompts, structural frameworks, or modeling—tailored to a learner's current capacity. As the student gains task mastery and self-regulation, the educator systematically reduces support, leading to full independent performance.

197. (A) A brief introductory structure presented before learning to bridge old and new ideas
In David Ausubel's cognitive framework, an Advance Organizer is high-level introductory material presented prior to instruction. It serves as an intellectual bridge connecting new detailed content to pre-existing cognitive structures, organizing incoming information and facilitating meaningful learning through cognitive subsumption.

198. (D) Causal reasoning, hypothesis generation, and data collection to solve puzzling events
Richard Suchman's Inquiry Training Model is designed to develop students' independent inquiry and critical reasoning skills. By presenting a discrepant, puzzling event, the model trains learners to ask targeted verification questions, isolate key variables, construct testable hypotheses, collect empirical data, and formulate logical causal explanations independently.

199. (B) A surprising outcome contradicting prior expectations, creating cognitive dissonance
A Discrepant Event is an instructional phenomenon or demonstration that produces an unexpected, counter-intuitive outcome contradicting students' prior cognitive assumptions. This surprising result creates cognitive dissonance and intellectual curiosity, motivating learners to engage in scientific inquiry, ask questions, test hypotheses, and modify existing mental models.

200. (A) Bruner's Enactive, Iconic, and Symbolic progression
The teacher follows Jerome Bruner's developmental modes of representation: starting with physical manipulation of real pizza slices and fraction strips (Enactive), transitioning to visual fraction models and diagrams (Iconic), and culminating in formal abstract mathematical notation like 1/2 or 2/4 (Symbolic) to ensure deep mathematical comprehension.

201. (D) Direct physical action, hands-on manipulation, and movement
In Jerome Bruner's cognitive growth theory, the Enactive mode is the first stage of representation, where knowledge is encoded and expressed primarily through direct physical action, sensory manipulation of concrete objects, body movement, and motor memory, serving as the foundation for subsequent visual and symbolic learning.

202. (A) I, II and IV only
The Flipped Classroom model restructures instruction by moving foundational content delivery to online individual study prior to class, reserving classroom hours for active group application and collaborative problem-solving. Statement III is incorrect because the model increases the critical guidance and instructional involvement of the teacher during class.

203. (B) A model where students rotate among learning stations, including an online station
Station Rotation is a popular Blended Learning model where students rotate through various learning stations within a single classroom according to a set schedule. At least one station involves online, self-paced digital instruction, while other stations feature teacher-led direct instruction, small-group collaborative tasks, or hands-on activities.

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204. (B) Real-time simultaneous interactive instruction between teacher and students via digital tools
Synchronous Digital Pedagogy involves real-time, simultaneous instructional interaction between teachers and students separated by distance. Utilizing live video conferencing platforms, interactive whiteboards, and real-time messaging tools, synchronous sessions facilitate immediate verbal dialogue, instant feedback, direct questioning, and live collaborative group work in online environments.

205. (A) Learning activities and communication occurring asynchronously at student-managed pace
Asynchronous Digital Pedagogy occurs when instructional activities, content access, and online interactions do not happen in real time. Students engage with pre-recorded video lectures, digital reading materials, discussion forums, and assignments independently at a self-managed time and pace within flexible deadlines set by the course instructor.

206. (C) Designing systems, instruction, and assessment around demonstrable end-of-course outcomes
Outcome-Based Education (OBE) is a educational philosophy where curriculum design, instructional methods, and assessment procedures are backwards-engineered from explicit, demonstrable learning outcomes. The primary focus centers on what competencies, knowledge, and skills students can perform effectively at the completion of an educational program.

207. (D) Process-based statements specifying competencies and skills expected at each class level
In NCERT's pedagogical framework, Learning Outcomes are process-based, measurable statements specifying the qualitative competencies, skills, attitudes, and conceptual understanding expected from students at each class level across subjects, guiding continuous school-based assessment and instructional improvements across elementary education.

208. (A) I and II only
Competency-Based Assessment evaluates a student's ability to demonstrate specific practical skills, knowledge, and problem-solving capacities in authentic contexts using clear criterion-referenced standards. Statement III is incorrect because competency assessment rejects memory recall testing, focusing instead on observable, higher-order application of skills.

209. (B) Performing real-world tasks demonstrating application of essential knowledge and skills
Authentic Assessment requires students to apply knowledge, cognitive strategies, and practical skills to perform meaningful, complex tasks that replicate real-world challenges. Examples include designing experiments, conducting community surveys, writing policy briefs, or building working models, evaluating practical competence rather than passive factual recall.

210. (D) Assessment measuring student knowledge through creating a product or performing a task
Performance-Based Assessment evaluates student learning by requiring examinees to perform a specific task or construct a tangible product demonstrating skill execution. Evaluated via structured rubrics, performance tasks assess procedural skills, problem-solving abilities, artistic performances, laboratory experimentation, and higher-order synthesis in practical, hands-on contexts.

211. (A) Content Validity
Content Validity evaluates how comprehensively and accurately an assessment instrument covers the representative sample of subject content, skills, and learning objectives it is intended to measure. Established systematically using test blueprints, content validity ensures that test items appropriately reflect the depth and breadth of the intended curriculum domain.

212. (C) Correlate significantly with an external outcome measure or performance criterion
Criterion-Related Validity is demonstrated when scores on an assessment tool correlate significantly with an external independent criterion measure. It includes Concurrent Validity (correlating with an established current measure) and Predictive Validity (correlating with future performance measurements, such as academic success or occupational performance).

213. (A) The extent to which a test visually appears to measure its intended subject area
Face Validity refers to the subjective appearance or superficial impression of an assessment

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instrument. It evaluates whether the test items visually look relevant, appropriate, and clear to test-takers and non-expert observers. While not a rigorous statistical metric, face validity supports examinee motivation and test acceptance.

214. (D) The amount of variation in an observed score compared to the true score
The Standard Error of Measurement (SEM) quantifies the expected variability or margin of error in an individual's observed test score relative to their theoretical true score. Calculated using test reliability and standard deviation, SEM provides a statistical confidence interval around observed test performance metrics.

215. (B) Smaller
Standard Error of Measurement (SEM) is inversely related to test reliability. As test score reliability increases toward 1.00, measurement error decreases, resulting in a smaller SEM value. A smaller SEM indicates higher precision and greater consistency in the observed assessment scores.

216. (C) Systemic test error unfairly favoring or disadvantaging specific student subgroups
Test Bias refers to systematic error in an assessment instrument that unfairly advantages or disadvantages specific student subgroups based on socio-economic background, culture, gender, primary language, or disability status. Test bias distorts construct measurement, compromising test validity and producing inequitable evaluation outcomes.

217. (D) Combining multiple data sources or methods to cross-verify research findings
In pedagogical research, Triangulation involves using multiple data sources, collection methods, research perspectives, or observers to investigate an educational phenomenon. Cross-verifying findings across varied data streams—such as combining observations, interviews, and student test results—enhances research validity, reduces bias, and provides holistic diagnostic insights.

218. (A) Field notes, interviews, reflective journals, and artifact analysis
Qualitative Action Research relies on rich, descriptive data collection methods to examine classroom dynamics and instructional phenomena. Common tools include observational field notes, semi-structured student interviews, teacher reflective journals, focus group transcripts, classroom recordings, and student work artifact analysis, capturing nuanced contextual learning experiences.

219. (B) Descriptive statistics like frequencies, means, and pre-post test comparisons
Quantitative Action Research focuses on numerical data collection and statistical analysis to evaluate instructional interventions. Key analytical methods include descriptive statistics—such as calculating percentage frequencies, means, standard deviations—and comparing pre-test and post-test scores to measure student achievement gains and intervention efficacy objectively.

220. (B) Defining the specific problem statement and gathering baseline diagnostic data
The initial operational step in an Action Research cycle requires clearly defining the specific instructional problem and gathering baseline diagnostic data. Identifying reading comprehension gaps through baseline testing allows practitioners to analyze root causes accurately before designing targeted pedagogical interventions and evaluating subsequent progress.

221. (A) Designing a targeted intervention, action steps, and data collection tools
The Plan phase in Action Research involves translating problem diagnostic insights into a concrete research design. The practitioner formulates a targeted pedagogical intervention, outlines specific classroom action steps, establishes a implementation timeline, and selects appropriate qualitative or quantitative data collection tools to evaluate outcomes systematically.

222. (C) Analyzing data to evaluate effectiveness, draw conclusions, and plan next steps
The Reflect phase of Action Research requires the practitioner to systematically analyze collected observational and outcome data. The teacher evaluates intervention effectiveness, identifies unexpected outcomes, draws evidence-based conclusions, reflects on pedagogical implications, and determines whether to refine, adapt, or restart the action research cycle.

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223. (D) Guiding, coaching, and modeling effective practices for novice teachers supportively
A Mentor Teacher serves as a experienced professional guide to support novice or developing educators. The primary focus involves providing non-evaluative coaching, modeling effective instructional strategies, assisting with lesson planning and classroom management, offering constructive feedback, and facilitating socio-emotional orientation to enhance teaching quality.

224. (C) Conducting pre-observation goal setting, observation, and reflective feedback
Peer Observation functions as an effective developmental tool when conducted within a collaborative, non-evaluative framework. The process requires a pre-observation meeting to define specific instructional goals, objective classroom observation focused on agreed indicators, and a post-observation reflective conference where peers analyze observations constructively to foster mutual professional growth.

225. (A) Both A and R are true and R is the correct explanation of A
Micro-teaching is a proven, highly effective laboratory technique in teacher education. By scaling down classroom variables, it allows student-teachers to isolate and master discrete teaching skills through the systematic Teach-Feedback-Replan-Reteach cycle, receiving immediate objective feedback to refine pedagogical techniques iteratively before entering real classrooms.

226. (D) A focused 5–10 minute lesson targeting a single skill with a small pupil group
A micro-lesson is a scaled-down instructional segment used within micro-teaching cycles. Lasting between 5 to 10 minutes and delivered to a small group of 5 to 10 peers or pupils, the micro-lesson isolates a single core teaching skill—such as set induction or probing questioning—allowing targeted practice and concentrated feedback.

227. (A) Using clear, relevant, concrete examples matched to concepts to enhance understanding
The micro-teaching skill of Illustrating with Examples requires teachers to present clear, simple, relevant, and concrete examples to explain abstract concepts. The skill involves using appropriate inductive or deductive approaches, integrating visual or physical aids, and ensuring examples link directly to students' prior experiences to make ideas accessible.

228. (D) I, II and III
Effective classroom transaction relies on synthesizing multiple core teaching skills. The skill of Reinforcement encourages active student participation; Stimulus Variation maintains high learner attention and focus; and Probing Questions guide deep conceptual understanding. Integrating these micro-skills creates a dynamic, supportive, and intellectually engaging learning environment.

229. (A) Summarizing key concepts, consolidating learning, and linking to future topics at lesson end
The micro-teaching skill of Achieving Closure involves concluding an instructional period effectively. The teacher summarizes core points, helps students consolidate newly acquired knowledge, reviews key concepts, assesses learning outcomes, and connects the current topic to past learning and future instructional activities, ensuring cognitive synthesis before ending the lesson.

230. (D) Providing non-directive empathetic support and unconditional positive regard for self-growth
Carl Rogers' Person-Centered (Non-Directive) Counselling emphasizes that individuals possess self-actualizing capacity to resolve personal difficulties when provided a supportive environment. The counselor acts as a facilitator, offering unconditional positive regard, genuine empathy, and active listening without giving direct advice or moral judgment, empowering the client to guide their own growth.

231. (B) Counselor actively diagnoses problems, provides information, and offers direct advice
Formulated by E.G. Williamson, Directive Counselling (counselor-centered approach) places primary responsibility on the counselor. The counselor systematically collects client data, diagnoses specific problems, analyzes options, formulates solutions, and provides direct advice, information, and guidance, viewing the counselor as the expert leading the therapeutic process.

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232. (A) I, II and III only
Eclectic Counselling, associated with Frederick Thorne, synthesizes techniques from both directive and non-directive approaches. It offers a flexible, pragmatic framework where counselors select methods based on individual client needs and situational requirements. Statement IV is incorrect because eclecticism explicitly rejects adherence to any single dogmatic counseling model.

233. (D) Choosing appropriate academic subjects, study habits, and pathways aligned with abilities
Educational Guidance focuses on assisting students to navigate their academic journey effectively. It helps learners understand their educational options, select appropriate subject streams, refine study habits, manage academic difficulties, adjust to institutional environments, and choose higher education pathways aligned with their cognitive abilities, interests, and career goals.

234. (A) Exploring career options and developing decision-making skills matched to aptitudes
Vocational Guidance assists individuals in selecting, preparing for, entering, and making progress within an occupation. It involves assessing student aptitudes, interests, personality traits, and skills, while providing comprehensive occupational information to help learners make informed career choices and transition smoothly from school to the world of work.

235. (B) Psycho-social competencies helping individuals deal effectively with everyday challenges
Life Skills Education, supported by WHO and UNICEF, aims to develop adaptive and positive psycho-social competencies in individuals. It equips children and adolescents with personal, interpersonal, and cognitive skills needed to handle daily real-world demands, make informed decisions, manage stress, build healthy relationships, and maintain holistic well-being.

236. (B) Empathy
Empathy is the core WHO life skill defined as the capacity to imagine life from another person's perspective, understand their emotional state, and respond with compassion. Cultivating empathy enables learners to accept cultural diversity, prevent interpersonal prejudice, communicate supportively, build strong social bonds, and resolve conflicts constructively in heterogeneous communities.

237. (A) Analyzing information objectively to make informed decisions
Critical Thinking, as defined in WHO life skills frameworks, is the capability to analyze information and experiences objectively. It involves evaluating assumptions, identifying bias, recognizing cause-and-effect relationships, judging evidence quality, and assessing environmental influences, enabling individuals to make reasoned, evidence-based decisions rather than accepting claims uncritically.

238. (C) Sovereignty, Socialism, Secularism, Democracy, Justice, Liberty, Equality
Constitutional Values in India derive directly from the Preamble and core principles of the Indian Constitution. They include Sovereignty, Socialism, Secularism, Democracy, Republican character, Justice (social, economic, political), Liberty of thought and expression, Equality of status and opportunity, Fraternity, and Human Dignity, guiding value education across national curricula.

239. (D) Integrating ethical values naturally through daily classroom events, stories, and modeling
Incidental Value Education involves developing moral awareness naturally through emergent daily opportunities rather than rigid formal lectures. Teachers utilize spontaneous classroom situations, literature reading, historical events, peer interactions, cooperative group tasks, and personal role-modeling to highlight ethical choices, empathy, respect, and responsibility in authentic contexts.

240. (C) Knowledge, skills, and aptitude levels (Levels 1 to 10)
The National Skills Qualifications Framework (NSQF) is a nationally integrated competency-based framework that organizes qualifications across ten progressive levels. Levels are defined not by educational seat time, but by specific descriptor levels measuring learning outcomes—specifically knowledge, practical skills, professional skills, and core communication competencies required for work.

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241. (B) Integrating vocational skills into academic education to enhance employability
Vocationalization of Secondary Education aims to integrate practical skill-based training and vocational courses alongside general academic subjects in secondary schools. This integration bridges theoretical knowledge and practical work skills, diversifies educational pathways, reduces unemployment, aligns education with industry standards, and removes social stigma associated with manual labor.

242. (D) Organize Life Skills workshops and accessible counselling services for students
To manage test anxiety and interpersonal conflicts effectively, the Principal should implement comprehensive preventive support systems. Conducting life skills workshops focused on stress management, time management, and coping mechanisms, while ensuring accessible individual counselling services, addresses student psychological well-being directly and promotes positive academic performance without punitive measures.

243. (A) Differentiate, Organize, Deconstruct, Attribute
In Bloom's Revised Taxonomy, the cognitive process level Analyze involves breaking material into constituent parts and determining how parts relate to one another and to an overall structure. Action verbs associated with this level include Differentiate, Organize, Deconstruct, Attribute, Outline, Select, and Structure.

244. (C) Understand
Restating a mathematical theorem or concept in one's own words demonstrates the Understand level in Bloom's Revised Taxonomy. Understanding involves constructing personal meaning from instructional messages through cognitive processes like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and paraphrasing content without necessarily applying it to complex new situations.

245. (A) Reinforcement
In Robert Gagné's Nine Events of Instruction, Event 7 involves Providing Feedback on student performance. This external instructional event directly supports the internal cognitive process of Reinforcement. Informing learners of the correctness or precision of their responses confirms accurate learning pathways, corrects misconceptions, and reinforces correct cognitive associations.

246. (D) When prior learning facilitates acquiring new knowledge or skills in a new context
Positive Transfer of Learning occurs when previously acquired knowledge, concepts, physical skills, or problem-solving strategies facilitate and enhance performance or learning in a new context. For example, mastering basic mathematical addition facilitates learning multiplication, as the individual applies existing cognitive structures to accelerate new learning.

247. (B) When previous learning obstructs the acquisition of new knowledge or skills
Negative Transfer of Learning occurs when prior knowledge, habits, or skills hinder, interfere with, or obstruct the acquisition of new skills or performance in a novel task. This interference happens when established cognitive associations conflict with new procedural rules or structural patterns required in the new setting.

248. (D) I, II and III
Howard Gardner's Multiple Intelligences Theory rejects the view that intelligence is a single unitary trait (g-factor). Instead, it identifies multiple distinct modalities, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. Pedagogy must employ varied instructional pathways to engage these diverse cognitive profiles effectively.

249. (D) Bodily-Kinesthetic Intelligence
In Howard Gardner's framework, Bodily-Kinesthetic Intelligence involves expertise in using one's physical body to express ideas and feelings, execute physical movements, and manipulate physical objects skillfully. Learners with high bodily-kinesthetic intelligence acquire concepts most effectively through tactile experience, physical role-play, hands-on experimentation, and active physical manipulation.

250. (A) Conduct workshops on Assessment FOR Learning, diagnostic feedback, and rubrics
To shift CCE away from mechanical record-keeping toward meaningful pedagogical integration, the Principal must provide targeted professional development. Organizing workshops on Assessment FOR Learning, formative feedback, rubric design, and authentic assessment

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helps teachers use evaluation diagnostically to adapt instruction and foster student learning rather than compiling passive compliance documentation.

251. (B) Knowledge about one's own cognitive processes and how one learns best
Metacognitive Knowledge refers to an individual's conscious knowledge and awareness regarding their own cognitive processes, memory capacities, learning strengths, and task strategies. Identified by John Flavell, it encompasses person variables (understanding self as learner), task variables (understanding task demands), and strategy variables (knowing effective learning techniques).

252. (B) Planning, monitoring comprehension, and self-correcting cognitive outcomes
Metacognitive Regulation involves the active monitoring, control, and executive management of one's own cognitive activities during learning. Key regulatory strategies include Planning (selecting appropriate problem-solving strategies), Monitoring (evaluating comprehension during reading or task execution), and Regulating/Evaluating (adjusting strategies when encountering learning difficulties or errors).

253. (A) Engaging students in analyzing, testing solutions, and solving complex problems
Problem-Solving Pedagogy positions the learner as an active investigator confronting complex, real-world problems. Instruction involves guiding students to identify problem parameters, formulate hypotheses, analyze evidence, test potential solutions, evaluate outcomes, and reflect on strategies, cultivating higher-order critical thinking, analytical reasoning, and practical problem-solving capabilities.

254. (C) Members perceive they are linked so one cannot succeed unless all succeed
Positive Interdependence is the foundational requirement of Cooperative Learning. It exists when group members perceive that their individual success is linked directly to the success of all peers in the group. This shared dependency ensures that members sink or swim together, fostering active cooperation, mutual encouragement, resource sharing, and collective effort.

255. (A) Both A and R are true and R is the correct explanation of A
Inclusive pedagogy shifts from the medical model—which views disability as an individual physical deficit—to the social model. The social model locates barriers within inaccessible physical infrastructure, rigid curricula, and exclusionary societal attitudes, justifying the need for institutional environments to adapt systematically to accommodate diverse student needs.

256. (C) Language emphasizing the person before their diagnosis (e.g., "child with autism")
People-First Language is an inclusive linguistic standard that puts the person before their disability or diagnosis (e.g., "child with autism" rather than "autistic child"). This pedagogical language practice acknowledges the individual's inherent human dignity, unique identity, and overall potential first, preventing reductionist socio-cultural labeling and stereotyping in educational environments.

257. (C) 21
The Rights of Persons with Disabilities (RPwD) Act 2016 expanded the recognized specified benchmark disability categories in India from 7 to 21. These categories include physical disabilities, visual impairment, hearing impairment, speech language disability, intellectual disability, specific learning disabilities, autism spectrum disorder, mental illness, and chronic neurological conditions.

258. (D) Fundamental changes to learning goals or content depth matching cognitive capacity
Curricular Modification for Children with Special Needs (CWSN) involves making fundamental changes to the actual learning standards, curriculum content depth, or expected instructional outcomes. Unlike accommodations that alter instructional delivery formats, modifications adjust what the student is expected to learn to match individual cognitive capacities and learning abilities.

259. (A) Providing instructional format changes without altering learning standards or expectations
Curricular Accommodations differ fundamentally from Modifications because accommodations change how a student accesses content without lowering academic standards or altering target

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outcomes. Examples of accommodations include providing enlarged print, extra exam time, screen readers, or audio formats, whereas modifications alter what the student learns by adjusting curriculum difficulty.

260. (C) Presenting content in varied ways (visual, auditory, hands-on) to support all learners
The UDL principle of Multiple Means of Representation requires teachers to present instructional content using varied modalities, formats, and sensory channels. By incorporating visual graphics, audio materials, hands-on manipulatives, digital text-to-speech, and simplified conceptual frameworks, educators accommodate diverse perceptual abilities, language backgrounds, and learning styles effectively.

261. (A) Giving learners diverse ways to express what they know (essays, projects, speeches)
Providing Multiple Means of Action and Expression in UDL allows learners flexible options to demonstrate their acquired knowledge and competence. Instead of relying solely on written exams, teachers allow students to demonstrate learning through multimedia presentations, oral arguments, physical models, visual projects, or digital assignments, accommodating varying motor and expressive strengths.

262. (A) I, II and IV only
Blended Learning integrates digital online instruction with face-to-face teaching, giving students control over learning pace, path, and timing. Common models include Flipped Classroom and Station Rotation. Statement III is incorrect because blended learning relies on human teachers and physical school infrastructure, enhancing rather than replacing them.

263. (B) Online learning forms the backbone, supported by flexible on-site teacher intervention
In the Flex Model of blended learning, online instruction forms the core backbone of student learning, with content delivered primarily through digital platforms. Students move through fluid, customized schedules independently, while certified teachers provide flexible, targeted on-site instruction, small-group tutoring, and individual support on an as-needed basis.

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264. (C) Finding, evaluating, creating, and analyzing information using digital tech ethically
In modern pedagogy, Digital Literacy extends beyond basic device operation or hardware familiarity. It encompasses the critical capacity to locate, evaluate, create, analyze, synthesize, and communicate information using digital technologies ethically, critically, and securely, enabling learners to participate fully in contemporary digital knowledge societies.

265. (D) Real-time live interaction between teachers and students via digital platforms
Synchronous Online Learning refers to real-time distance instruction where teachers and students participate simultaneously using digital technologies. Through live video classes, interactive webinars, and real-time messaging systems, participants engage in immediate verbal discussions, collaborative activities, live question-answering, and real-time feedback exchanges despite being in different physical locations.

266. (A) Learning activities occurring asynchronously, allowing self-paced access within deadlines
Asynchronous Online Learning occurs when instruction and communication do not take place simultaneously. Learners access digital lectures, reading resources, assignments, and discussion boards independently, progressing at their own managed pace within defined completion windows, facilitating flexible learning for diverse student schedules.

267. (B) Proficiency and demonstrated mastery of defined knowledge and skills before moving to the next level
Competency-Based Education (CBE) prioritizes demonstrated proficiency and concrete mastery of specific knowledge, skills, and learning outcomes over uniform seat time. Learners advance to subsequent curricular modules or levels only after proving genuine mastery, ensuring that progress is driven by learning achievement rather than arbitrary time duration.

268. (A) I and II only
Learning Outcomes are explicit, measurable, learner-centered statements defining what knowledge, understanding, and skills students must demonstrate upon completing an instructional unit. Statement III is incorrect because learning outcomes focus on student

performance and learning results rather than teacher inputs or lecture duration.

269. (A) Aligning learning activities and assessment tasks directly to intended outcomes
Formulated by John Biggs, Constructive Alignment is an outcome-based instructional design principle. It requires educators to align intended learning outcomes, teaching and learning activities, and assessment tasks systematically. Instructional activities directly practice the target outcomes, while assessment tasks evaluate how effectively students demonstrate those specified competencies.

270. (B) Mandate evaluating core competencies through diverse diagnostic tools and rubrics
Assigning internal assessment marks purely based on handwriting neatness misinterprets evaluation principles. The Principal must direct teachers to assess genuine subject competencies using diverse diagnostic tools, portfolio evaluations, project rubrics, and conceptual tasks aligned with learning outcomes, ensuring internal evaluation reflects actual cognitive growth rather than mechanical presentation.

271. (D) Assessing all aspects of development, including scholastic and co-scholastic domains
In Continuous and Comprehensive Evaluation (CCE), "Comprehensive" signifies the holistic evaluation of a student's total development. It moves beyond assessing cognitive academic subjects (scholastic domain) to evaluate non-cognitive attributes (co-scholastic domain), including life skills, attitudes, values, creative interests, sports, and physical well-being using varied assessment tools.

272. (D) Regular ongoing assessment integrated into daily teaching with periodic reviews
In Continuous and Comprehensive Evaluation (CCE), "Continuous" emphasizes that assessment is an ongoing, non-stop process integrated seamlessly into regular classroom teaching. It involves continuous formative tracking, diagnostic testing, regular feedback, and periodic reviews throughout the academic session, rather than relying solely on single end-of-year examinations.

273. (B) Evaluating student responses to analyze item difficulty, discrimination, and distractors
Item Analysis is a systematic statistical procedure used in educational measurement to evaluate examinee response patterns on individual test items. It measures three core parameters: Item Difficulty Index (p-value), Item Discrimination Index (d-value), and Distractor Efficiency, helping test developers identify, refine, or eliminate faulty or ambiguous test items.

274. (D) Evaluating how well incorrect choices attract students who lack correct knowledge
Distractor Analysis in multiple-choice item evaluation examines the performance of incorrect response options (distractors). It evaluates whether distractors effectively attract examinees who lack subject mastery. A functional distractor should plausibly appeal to low-performing students while remaining unambiguous and clear to high-performing students who possess complete conceptual knowledge.

275. (A) An option selected by very few examinees, contributing no diagnostic value
A non-functioning distractor in a multiple-choice question is an incorrect option selected by fewer than 5% of examinees (or significantly fewer low-performers). Because it fails to serve as a plausible alternative for students who lack conceptual knowledge, a non-functioning distractor offers no diagnostic value and should be revised or replaced.

276. (C) Action research solves immediate local problems; Basic research formulates universal theories
Action Research is conducted by local practitioners to solve immediate, practical problems within their specific institutional context, focusing on local application and immediate practice refinement. In contrast, Basic Educational Research seeks to formulate universal theories, discover general principles, and establish broad empirical generalizations applicable across diverse educational settings.

277. (A) Reflective inquiry where practitioners study their practices to improve learning
Action Research in school settings is essentially a process of systematic reflective inquiry conducted by teachers, principals, or educational staff. Practitioners examine their own instructional practices, evaluate contextual classroom

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problems, test targeted interventions, collect observational data, and reflect on outcomes to continuously improve teaching quality and student learning environments.

278. (D) Organize peer workshops, lesson study, and pilot small-group strategies with guidance
To support teachers hesitant to adopt active cooperative learning, the Principal should offer supportive professional development. Organizing peer-led workshops, conducting Lesson Study cycles, and facilitating pilot implementations of manageable small-group strategies allows teachers to master classroom management skills, maintain instructional momentum, and experience active learning success without fear.

279. (B) Small groups of educators who meet regularly to present challenges and reflect on actions
Action Learning Sets are structured professional development groups where small cohorts of educators meet regularly to address real classroom challenges. Participants present specific instructional problems, engage in supportive questioning, analyze root causes, formulate actionable implementation plans, and reflect upon the outcomes of those actions during subsequent collaborative meetings.

280. (C) The complexity and anxiety of managing full classrooms while mastering specific skills
Micro-teaching is designed to eliminate the overwhelming cognitive load and anxiety associated with managing full-sized classrooms during initial teacher training. By reducing class size, lesson duration, and content scope, student-teachers can focus exclusively on mastering discrete pedagogical skills in a safe, controlled, non-threatening environment.

281. (D) Anticipating potential stress points and building coping skills before problems escalate
Preventive Counselling in school settings aims to identify potential developmental challenges, emotional stress points, and social transition difficulties before they escalate into serious psychological or behavioral crises. It equips students with coping strategies, emotional regulation techniques, problem-solving skills, and socio-emotional competencies to navigate life challenges proactively.

282. (A) Immediate short-term emergency intervention to help students regain emotional stability
Crisis Counselling provides immediate, short-term psychological intervention to students experiencing acute emotional trauma, severe panic, sudden bereavement, or catastrophic distress. The immediate objective centers on stabilizing emotional state, reducing acute psychological trauma, ensuring physical safety, providing empathetic support, and mobilizing appropriate long-term psychological resources or professional referral networks.

283. (B) Developing adaptive behavioral abilities enabling individuals to handle daily challenges
Life Skills Education focuses on cultivating positive, adaptive behavioral abilities that enable individuals to manage the demands, expectations, and challenges of daily life effectively. It nurtures personal and interpersonal competencies—such as critical thinking, emotional self-regulation, empathy, effective communication, and stress coping mechanisms—fostering holistic socio-emotional well-being.

284. (B) Interpersonal Communication and Conflict Resolution Skills
Interpersonal Communication and Conflict Resolution skills are essential WHO life skills required for resolving disputes constructively. These skills involve active listening, assertiveness without aggression, empathetic understanding, clear expression of needs, and collaborative negotiation, enabling individuals to settle personal disagreements peacefully and maintain positive social relationships in diverse environments.

285. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 advocates integrating Value Education across all academic subjects rather than treating it as an isolated theoretical topic. Empirical evidence shows that ethical principles, civic values, and empathy are internalized most effectively when embedded naturally within experiential activities, literature discussions, storytelling, and supportive institutional cultures.

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286. (C) A competency-based framework organizing qualifications by knowledge and skill levels
The National Skills Qualifications Framework (NSQF) is a nationally integrated, competency-based framework that organizes qualifications according to a series of levels of knowledge, skills, and aptitudes. Ranging from Level 1 to Level 10, it facilitates smooth transitions between vocational education, general education, higher education, and industry employment.

287. (D) Dignity of labor, smooth transition into higher education, and enhanced employability
Integrating Vocational Education into middle and secondary school under NEP 2020 aims to promote dignity of labor, eliminate social bias against manual vocations, build practical technical skills, and enhance future employability. It provides flexible, permeable credit frameworks enabling smooth movement between vocational training, general academics, and higher education.

288. (D) I, II and III
Rooted in John Dewey's pragmatic philosophy, the Project Method involves real, purposeful, life-centered activities carried out collaboratively in natural social environments. Students actively plan, execute, and evaluate their projects, while the teacher acts as a guide, facilitator, and advisor rather than an authoritative director, promoting democratic learning.

289. (B) Students under guidance discuss, design, outline steps, and formulate execution strategy
During the Planning step in Kilpatrick's Project Method, students take active ownership under teacher guidance. They discuss project feasibility, define specific goals, outline step-by-step procedures, allocate individual tasks, determine required resources, and formulate a comprehensive execution strategy, developing collaborative decision-making and organizational skills.

290. (D) Ensuring individual accountability alongside positive group interdependence
To prevent free-riding during cooperative group work, teachers must combine positive group interdependence with individual accountability. Assessing each student's individual contribution—using individual quizzes, peer evaluations, or assigned specific role tasks—ensures that every group member participates actively, mastering content while supporting group goals.

291. (A) Group members understand that individual success depends on group contribution
Positive Interdependence in cooperative learning means group members perceive that their individual success is inextricably linked to the success of their peers. Individual goals cannot be achieved unless all group members achieve their goals, fostering mutual encouragement, active resource sharing, shared responsibility, and collaborative problem-solving effort.

292. (C) Evaluating each member's performance and giving feedback to ensure contribution
Individual Accountability in cooperative learning ensures that every group member is held responsible for mastering the material and contributing to group success. The teacher assesses each student's individual performance—through individual tests, randomly calling on members, or tracking task contributions—preventing social loafing and ensuring equitable learning.

293. (A) Learners explore, question, or experiment to discover concepts independently
Championed by Jerome Bruner, Discovery Learning is an inquiry-based constructivist strategy where learners actively explore, manipulate objects, ask questions, analyze data, and solve problems to discover core concepts, principles, and underlying relationships independently, promoting deep conceptual understanding, cognitive autonomy, and intrinsic motivation.

294. (D) Teacher provides systematic guidance and cues to steer inquiry toward outcomes
Guided Discovery Learning differs from unguided discovery because the teacher provides structured scaffolding, strategic questioning, prompts, and instructional cues. Rather than leaving students to explore without direction, the educator systematically guides student inquiry toward target conceptual outcomes, ensuring learning efficiency while preserving active student discovery.

295. (B) Suchman's Inquiry Training Model
Presenting a egg sucked into a bottle via thermal pressure creates a classic discrepant event, creating cognitive dissonance. The

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teacher initiates J. Richard Suchman's Inquiry Training Model, where students observe the puzzling event, gather empirical verification data through structured questioning, formulate testable hypotheses, and deduce causal scientific explanations independently.

296. (A) Encounter with problem → Data gathering (verification) → Data gathering (experimentation) → Formulating explanation → Analysis of inquiry process
Suchman's Inquiry Training Model follows five distinct sequential phases: Encounter with the problem (discrepant event), Data gathering for verification (isolating facts/objects), Data gathering for experimentation (testing variables), Formulating an explanation (constructing causal theories), and Analysis of the inquiry process (reflecting on cognitive inquiry strategies).

297. (D) Verbs (e.g., Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
In 2001, Anderson and Krathwohl revised Bloom's Taxonomy, replacing original static noun categories with action verbs: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This structural modification emphasizes cognitive processes in action, reflecting how thinking operates actively during learning activities and assessment tasks.

298. (A) Procedural Knowledge
In the Knowledge Dimension of Revised Bloom's Taxonomy, knowledge of subject-specific skills, algorithms, techniques, methods, and criteria for determining when to use appropriate procedures is classified as Procedural Knowledge. It reflects knowing how to do something, ranging from mathematical algorithms to scientific experiment execution.

299. (B) Establishing collaborative teams that meet regularly for Lesson Study and peer coaching
Transforming a school into a Professional Learning Community (PLC) requires structural opportunities for collaborative growth. Establishing peer-led learning teams that meet regularly for Lesson Study, collaborative curriculum planning, evidence-based data analysis, and non-evaluative peer coaching fosters shared responsibility, continuous pedagogical innovation, and improved student learning.

300. (A) Improving instructional performance through a collaborative observation cycle
Clinical Supervision is a systematic, teacher-centered professional development model designed to improve classroom instruction. Conducted through a collaborative five-stage observation cycle—pre-conference, observation, analysis, post-conference, and post-analysis—it utilizes objective classroom observation data to enhance teaching practices, refine pedagogical strategies, and support professional growth collaboratively.

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CHAPTER 02

Teaching Methods and Approaches

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1. In the context of pedagogical classification, which of the following criteria primarily distinguishes teacher-centric methods from learner-centric methods?
(A) The degree of learner autonomy and control over the knowledge construction process
(B) The physical location where the instruction takes place
(C) The total monetary cost involved in implementing the teaching aid
(D) The administrative designation of the teacher in charge

2. A Principal observed a senior teacher delivering a pure lecture on abstract thermodynamic concepts to secondary students without using any instructional aids or student interactions. Which limitation of the lecture method is most prominent in this scenario?
(A) Inability to cover a large volume of syllabus content in a short timeframe
(B) High institutional cost per student for operational delivery
(C) Ineffectiveness in developing higher-order cognitive skills and affective domain learning
(D) Requirement of specialized physical laboratories for execution

3. When conducting a structured discussion in a secondary classroom, which role should the teacher adopt to ensure democratic participation and meaningful outcomes?
(A) Neutral facilitator who guides the flow, summarizes key points, and ensures equal opportunities to speak
(B) Dominant lecturer who provides final authoritative opinions on every point
(C) Passive spectator who remains entirely silent throughout the session
(D) Evaluator who assigns immediate grades after every individual statement made by a student

4. During a demonstration lesson in a science laboratory, which step is considered essential immediately preceding the actual execution of the experiment by the teacher?
(A) Administering a summative examination to assess baseline IQ
(B) Distributing printed solutions to all expected experimental outcomes
(C) Assigning homework tasks based on advanced theoretical equations
(D) Establishing the specific purpose and stating explicit observation criteria for the students

5. In Socrates' method of questioning, what is the primary pedagogical purpose of asking a sequence of probing questions?
(A) To test the rote recall capacity of students regarding factual definitions
(B) To expose underlying contradictions in the learner's assumptions and lead them to self-discovered truth
(C) To maintain strict silence and order in an overcrowded classroom
(D) To fulfill administrative quota requirements for daily classroom activity logs

6. Storytelling pedagogy is integrated into upper primary social science lessons primarily to achieve which of the following educational objectives?
(A) Facilitating mechanical memorization of historical dates and figures
(B) Eliminating the necessity of reading traditional prescribed reading materials
(C) Humanizing historical events and fostering empathy and contextual understanding
(D) Replacing formal formative assessments with oral entertainment sessions

7. According to William Heard Kilpatrick, which of the following best defines a pedagogical project?
(A) A teacher-directed passive assignment completed strictly within a single class period
(B) A standardized laboratory experiment designed to verify published physical constants
(C) A continuous homework task given for individual drill practice

(D) A whole-hearted purposeful activity proceeding in a natural setting

8. What is the correct chronological sequence of steps involved in Kilpatrick's Project Method of teaching?
I. Executing
II. Planning
III. Purposing
IV. Evaluating
V. Recording
(A) III, II, I, IV, V
(B) II, III, I, V, IV
(C) III, I, II, IV, V
(D) I, II, III, V, IV

9. Problem-Based Learning (PBL) relies fundamentally on which type of problem scenario to drive student learning?
(A) A highly structured, single-answer mathematical worksheet for individual practice
(B) An ill-structured, real-world authentic problem with multiple plausible solutions
(C) A standardized multiple-choice quiz derived directly from summary reviews
(D) A pre-scripted laboratory manual exercise with explicit step-by-step procedures

10. While both Project-Based Learning (PBL-Proj) and Problem-Based Learning (PBL-Prob) share constructivist roots, how do they structurally differ?
(A) Project-based learning requires individual isolated work only, whereas problem-based learning mandates large-group passive lectures
(B) Project-based learning focuses on generating an end product, whereas problem-based learning focuses on the problem-solving process
(C) Problem-based learning is exclusive to primary school contexts, whereas project-based learning is used only in postgraduate studies
(D) Problem-based learning strictly avoids research activities, whereas project-based learning relies entirely on standardized testing

11. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Activity-Based Learning (ABL) enhances long-term retention and conceptual clarity among primary school children.
Reason (R): Hands-on activities engage multiple sensory modalities and facilitate active cognitive schema construction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. In David Kolb's Experiential Learning Model, what is the correct sequence of the four stages in the learning cycle?
I. Concrete Experience
II. Reflective Observation
III. Abstract Conceptualization
IV. Active Experimentation
(A) I, II, III, IV
(B) II, I, IV, III
(C) I, III, II, IV
(D) IV, III, II, I

13. Which of the following components is identified by Roger and David Johnson as an essential element for true Cooperative Learning?
(A) Individual isolation during group tasks
(B) Homogeneous grading across all classes in the school
(C) Absence of individual accountability
(D) Positive interdependence among group members

14. Which statement correctly distinguishes Collaborative Learning from Cooperative Learning?
(A) Cooperative learning is completely unstructured and spontaneous, whereas collaborative learning is tightly teacher-scripted and strictly regulated
(B) Collaborative learning strictly forbids group work, whereas cooperative learning relies entirely on intense individual competition
(C) Cooperative learning involves division of labor for a task, whereas collaborative learning involves mutual engagement in shared problem-solving
(D) Cooperative learning is exclusively used for creative art, whereas collaborative learning is reserved for competitive team sports

15. Consider the following statements regarding Peer Tutoring in school education:

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I. Cross-age tutoring involves older students tutoring younger students.
II. Same-age peer tutoring pairs students of similar age groups.
III. Peer tutoring benefits only the tutee and offers no cognitive or affective benefits to the tutor.

Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

16. In the context of Blended Learning, what characterizes the "Rotation Model"?
(A) Students learn entirely from home via digital platforms without any physical school attendance
(B) Teachers systematically rotate between different institutional school branches every single week
(C) Books are regularly rotated among students to reduce total institutional library expenses
(D) Students alternate on a scheduled basis between online and offline learning modalities

17. In a Flipped Classroom approach, how are traditional learning spaces typically reorganized?
(A) Foundational content is studied online before class, while interactive group activities occur in person during class
(B) Traditional lectures are delivered in person during class hours, and individual practice homework tasks are banned completely
(C) Students take all final summative examinations at home and attend the physical school campus only for co-curricular sports activities
(D) Teachers record video lectures during class time while students work quietly and independently on printed drill worksheets

18. What is the correct sequence of phases in the 5E Inquiry-Based Instructional Model?
I. Explore
II. Engage
III. Elaborate
IV. Explain
V. Evaluate
(A) II, I, IV, III, V
(B) I, II, III, IV, V
(C) II, IV, I, III, V
(D) III, II, I, IV, V

19. Jerome Bruner's concept of Discovery Learning is fundamentally anchored in which constructivist principle?
(A) Learning is most effective when students passively receive highly structured academic lectures from recognized subject experts
(B) Direct operant conditioning through continuous positive reinforcement serves as the sole mechanism of student cognitive growth
(C) Learners construct knowledge by discovering concepts and relationships through active problem-solving
(D) Systematic rote memorization of basic factual definitions must always precede any form of independent critical thinking

20. Team Teaching is best defined as an arrangement where:
(A) One teacher actively teaches while another teacher completes administrative attendance registers in the back row
(B) Two or more teachers collaboratively plan, deliver, and evaluate instruction for the same group of students
(C) Teachers take turns delivering entirely different academic subjects to separate class groups simultaneously
(D) A senior faculty member delegates complete teaching responsibility to an unassisted student teacher without supervision

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21. A Principal observed a teacher presenting a detailed, real-world case study on urban waste management to secondary students, asking them to analyze facts, identify core dilemmas, and propose multi-stakeholder solutions.
Which of the following pedagogical benefits is primary in this Case Study method?
(A) High speed and technical efficiency in completing factual syllabus objectives on schedule
(B) Automated standardized evaluation and rapid machine grading of student examination responses
(C) Development of analytical thinking and contextual problem-solving skills
(D) Complete elimination of peer discussion to maintain strict quiet discipline in the classroom

22. Consider the following statements regarding Simulation and Role Play as teaching strategies:
I. Role play requires students to act out

personae in simplified interpersonal or social scenarios.
II. Simulation creates a realistic operational model of a complex physical or social system.
III. Both methods encourage perspective-taking and affective engagement in learning.
IV. Neither method can be integrated into humanities or social science subjects.

Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

23. During a Brainstorming session in a classroom, which golden rule must the facilitator strictly enforce during the idea-generation phase?
(A) Immediate criticism and evaluation of ideas are mandatory to maintain quality
(B) Only the top academic achievers are permitted to offer suggestions
(C) Deferred judgment—all ideas are welcomed without immediate critique or evaluation
(D) Every idea must be immediately voted upon and discarded if not universally popular

24. Field trips or educational excursions serve as an effective pedagogical tool primarily because they:
(A) Provide direct concrete experiences bridging classroom theory with real-world contexts
(B) Allow institutional faculty members to take formal casual leaves during scheduled working days
(C) Serve as a total functional substitute for formal laboratory and library resources in secondary schools
(D) Ensure that enrolled students are permanently exempted from sitting for written diagnostic evaluations

25. The Heuristic Method of teaching, originally propounded by H.E. Armstrong, places the student in the attitude of a:
(A) Passive and non-interactive listener
(B) Mechanical information recorder
(C) Standardized external examiner
(D) Discoverer or investigator

26. Which psychological principle forms the core foundation of Skinner's Programmed Instruction?
(A) Classical conditioning achieved strictly through artificial stimulus substitution
(B) Social cognitive learning taking place through observational behavior modeling
(C) Operant conditioning with small steps and immediate feedback
(D) Gestalt cognitive insight learning resulting from sudden perception of complex patterns

27. Differentiated instruction in a mixed-ability classroom requires the teacher to adapt which core elements of the learning process?
(A) Content, Process, Product, and Learning Environment
(B) School infrastructure, teacher salary scale, and board affiliations
(C) Annual examination calendar, marking scheme, and report card dimensions
(D) Uniform design, transport routes, and midday meal menus

28. A teacher aims to foster "Synthesis and Creation" (higher-order cognitive skill under Bloom's Revised Taxonomy) in a Science topic on Renewable Energy. Which teaching method is most appropriate?
(A) Delivering an uninterrupted, full-period theoretical lecture detailing solar cell physics principles
(B) Reading aloud concluding summary paragraphs directly from a reference book
(C) Designing an original prototype model for a low-cost solar water purifier
(D) Requiring students to repeatedly copy circuit diagrams multiple times in their formal notebooks

29. As mandated by NEP 2020, Art-Integrated Learning (AIL) is a pedagogical approach that:
(A) Treats creative art as an isolated co-curricular subject strictly restricted to weekly craft periods
(B) Integrates diverse art forms into academic subjects to make learning holistic and joyful
(C) Replaces core academic subjects like Mathematics and Science entirely with fine arts performance routines
(D) Reserves specialized artistic expression activities strictly for selected gifted students after school hours

30. Toy-Based Pedagogy, highlighted in national curriculum frameworks, is designed to promote:
(A) Commercial mass production of expensive plastic toys imported specifically for modern school displays
(B) Experiential and play-based learning using

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indigenous toys and games across stages
(C) Replacing certified professional teachers with fully automated robotic toys in primary classrooms
(D) Implementing mechanical assembly line vocational training for factory employment from early childhood

31. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The lecture method is generally considered ineffective for developing scientific attitudes and practical inquiry skills among middle school students.
Reason (R): The lecture method keeps learners in a predominantly passive role, prioritizing information transmission over active inquiry and manipulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In the context of teaching-learning models, which category of instructional models includes Suchman's Inquiry Training Model and Bruner's Concept Attainment Model?
(A) Behavioral Modification Models
(B) Information Processing Models
(C) Personal Development Models
(D) Social Interaction Models

33. Which of the following best describes the structural hierarchy of Bloom's Revised Taxonomy (Cognitive Domain) from lowest to highest complexity?
(A) Remember, Understand, Apply, Analyze, Evaluate, Create
(B) Know, Comprehend, Analyze, Apply, Synthesize, Evaluate
(C) Understand, Remember, Apply, Evaluate, Analyze, Create
(D) Remember, Apply, Understand, Analyze, Create, Evaluate

34. When a teacher formulates a lesson plan using Gagne's Nine Events of Instruction, what is the very first event that must occur to initiate effective learning?
(A) Informing learners of the objective
(B) Stimulating recall of prior learning
(C) Presenting the stimulus material
(D) Gaining attention

35. A Principal evaluating instructional plans notices that a teacher uses small heterogeneous groups where students are assigned interdependent roles (such as Reader, Recorder, Checker, and Reporter). This is a classic implementation of:
(A) Direct Teacher Instruction
(B) Programmed Peer Tutoring
(C) Cooperative Learning
(D) Lecture-Demonstration Method

36. Which teaching skill is specifically evaluated during Micro-teaching when a teacher uses varied movement, gestures, voice modulation, and intentional pauses to maintain student engagement?
(A) Skill of Set Induction
(B) Skill of Probing Questions
(C) Skill of Reinforcement
(D) Skill of Variation

37. In the micro-teaching cycle, what is the standard sequence of phases?
I. Plan
II. Teach
III. Feedback
IV. Re-plan
V. Re-teach
VI Re-feedback
(A) I, II, III, IV, V, VI
(B) II, III, I, IV, V, VI
(C) I, III, II, IV, VI, V
(D) II, I, III, V, IV, VI

38. Consider the following characteristics:
I. Learning is centered around complex, open-ended real-world challenges.
II. Students work in collaborative teams over an extended period.
III. The process culminates in a tangible product, presentation, or performance.
These characteristics define which pedagogical framework?
(A) Direct Instruction
(B) Project-Based Learning
(C) Programmed Learning
(D) Rote Drill Method

39. In an Inclusive Classroom, differentiated assessment means:
(A) Arbitrarily lowering academic standards so that all children with special needs

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automatically receive top grades without effort
(B) Providing flexible options for students to demonstrate mastery of learning outcomes
(C) Administering completely unrelated content tests exclusively to students identified with disabilities
(D) Permanently excluding students with severe disabilities from participating in classroom-level evaluations

40. Universal Design for Learning (UDL) is built upon three core pedagogical principles. Which of the following is NOT one of these principles?
(A) Multiple Means of Learner Engagement
(B) Multiple Means of Knowledge Representation
(C) Multiple Means of Action and Expression
(D) Multiple Means of High-Stakes Testing

41. A teacher notices that a student struggling with abstract algebraic concepts understands them quickly when using physical manipulative tiles and visual grid models. According to Bruner's Representation Theory, the student is transitioning from:
(A) Enactive and Iconic modes to Symbolic mode
(B) Symbolic mode to Enactive mode
(C) Formal Operational to Pre-Operational mode
(D) Rote memorization to Classical conditioning

42. In a Flipped Classroom environment, which Bloom's Taxonomy cognitive levels are primarily targeted during in-class face-to-face contact time?
(A) Basic Remembering and Conceptual Understanding
(B) Purely Passive Remembering of Facts
(C) Passive Listening and Rote Notebook Copying
(D) Applying, Analyzing, and Creating

43. Consider the following statements regarding the Heuristic Method of teaching:
I. It was developed by H.E. Armstrong.
II. It emphasizes learning by self-discovery and independent research.
III. The teacher acts as an authoritative source of all answers.
IV. It is especially suited for developing critical thinking and problem-solving skills in science and mathematics.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

44. What is the primary focus of "Assessment FOR Learning" (Formative Assessment)?
(A) Assigning final cumulative grades and official rank positions at the conclusion of an academic session
(B) Generating diagnostic feedback to adjust instruction and improve learning in progress
(C) Reporting overall institutional performance rankings directly to external accreditation bodies
(D) Screening secondary students for academic stream allocation prior to entering senior secondary levels

45. In Action Research conducted by a school teacher, what is the primary objective?
(A) Developing universal educational theories applicable to all schools across the entire nation
(B) Publishing high-impact academic research papers in peer-reviewed international journals
(C) Solving local classroom problems to improve practices
(D) Fulfilling routine statistical compliance requirements for central ministry grant disbursements

46. What is the correct chronological sequence of steps in an Action Research cycle?
I. Plan
II. Act
III. Observe
IV. Reflect
(A) I, II, III, IV
(B) II, I, IV, III
(C) III, I, II, IV
(D) IV, III, II, I

47. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Competency-Based Education (CBE) shifts focus away from mere coverage of static course content to demonstrated mastery of explicit learning outcomes.
Reason (R): In CBE, learning outcomes are clearly defined, measurable skills and concepts that students must demonstrate at their own

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pace.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. In the context of ICT-integrated pedagogy, the TPACK framework stands for:
(A) Teaching Program and Classroom Knowledge
(B) Technological Pedagogical Content Knowledge
(C) Technical Performance Assessment and Content Knowledge
(D) Total Pedagogical Activity and Computer Knowledge

49. Which ICT model describes the integration of technology into teaching in four levels: Substitution, Augmentation, Modification, and Redefinition?
(A) ADDIE Model
(B) SAMR Model
(C) Gagne's Model
(D) Bloom's Model

50. Under NEP 2020, what is the recommended pedagogical structure replacing the traditional 10+2 system?
(A) 5+3+3+4
(B) 3+5+3+4
(C) 5+4+3+3
(D) 4+3+3+5

51. In the 5+3+3+4 pedagogical structure of NEP 2020, which age group corresponds to the "Preparatory Stage"?
(A) Ages 3 to 8
(B) Ages 8 to 11
(C) Ages 11 to 14
(D) Ages 14 to 18

52. A teacher uses a concept map at the beginning of a unit to show connections between various ideas. According to David Ausubel, this concept map functions as a/an:
(A) Advance Organizer
(B) Operant Conditioning Stimulus
(C) Vicarious Reinforcer
(D) Retrospective Rubric

53. Consider the following statements regarding Experiential Learning Theory:
I. It is based on the work of theorists like John Dewey, Jean Piaget, and David Kolb.
II. It asserts that knowledge is created through the transformation of experience.
III. It excludes reflection and focuses exclusively on mechanical physical movement.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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54. In classroom management, Kounin's concept of "Withitness" refers to a teacher's ability to:
(A) Teach multiple distinct academic subjects simultaneously across different physical rooms
(B) Memorize every enrolled student's full name prior to the academic session start date
(C) Communicate awareness of everything happening in the classroom at all times
(D) Complete routine administrative paperwork while delivering lectures without interruption

55. A Principal observing a teacher notices that when a student gives an incomplete answer, the teacher asks follow-up questions like "Can you elaborate on that?" or "Why do you think that is the case?". This teaching skill is known as:
(A) Skill of Set Induction
(B) Skill of Stimulus Variation
(C) Skill of Probing Questions
(D) Skill of Black-Board Writing

56. Which of the following is a key feature of Linear Programmed Instruction developed by B.F. Skinner?
(A) Learners follow identical small-step frames with immediate confirmation of responses
(B) Learners automatically skip directly to advanced frames whenever they answer questions incorrectly
(C) Instruction is delivered entirely through open verbal group discussions without any printed material
(D) Students compose long essay-type responses that are subsequently evaluated manually by peer groups

57. Branching Programmed Instruction, developed by Norman Crowder, differs from Linear Programming primarily because:
(A) It completely eliminates all written descriptive feedback provided directly to the student

(B) It strictly requires all enrolled students to move at a uniform pace dictated by the class teacher
(C) It is restricted and applied exclusively to physical education practical activity classes
(D) It offers alternative pathways and remedial frames based on specific learner errors

58. Consider the following statements regarding the Case Study method in pedagogy:
I. It provides deep, contextual analysis of a complex real-life scenario.
II. It promotes critical analysis, decision-making, and problem-solving skills.
III. It is useful only in primary education and cannot be used in senior secondary stages.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

59. What is the primary purpose of Diagnostic Assessment in instructional design?
(A) Ranking secondary school students for external merit-based competitive scholarships
(B) Assigning official summative letter grades for end-of-term academic report cards
(C) Identifying specific learning gaps and misconceptions prior to or during instruction
(D) Evaluating institutional administrative and financial operational performance metrics

60. A school Principal wants to implement Sports-Integrated Pedagogy in middle school as suggested by NEP 2020. What is the main objective of this pedagogical approach?
(A) Training all enrolled students to become certified professional national-level athletes
(B) Replacing core academic subjects entirely with daily mandatory competitive sports tournaments
(C) Canceling theoretical final exams for all students who actively participate in school sports teams
(D) Integrating physical fitness and games to teach academic concepts and foster life skills

61. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a flipped classroom model, classroom time is used predominantly for collaborative problem-solving, synthesis, and application activities.
Reason (R): Lower-order cognitive tasks, such as acquiring basic factual knowledge, are shifted to self-paced pre-class learning using technology.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following principles is central to Lev Vygotsky's Socio-Cultural Theory of learning?
(A) Cognitive development represents an isolated, purely individual biological maturation process over time
(B) Learning occurs purely through rigid classical conditioning of innate physiological body reflexes
(C) Learning occurs within the Zone of Proximal Development through social interaction and scaffolding
(D) Children learn exclusively through repetitive trial-and-error without external environmental influences

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63. What is the main characteristic of the "Jigsaw" Cooperative Learning technique?
(A) Students become experts on subtopics, teach peers, and combine knowledge to complete tasks
(B) Students compete individually against one another to assemble physical tabletop puzzles as fast as possible
(C) The teacher delivers formal lectures for 90 minutes while students take exhaustive written notes in total silence
(D) Students independently complete individual multiple-choice practice tests without any form of peer group discussion

64. In Bloom's Revised Taxonomy, which cognitive process dimension is involved when a student critiques a solution based on specific criteria and standards?
(A) Analyzing
(B) Applying
(C) Evaluating
(D) Understanding

65. Consider the following statements regarding "Assessment AS Learning":
I. It involves students actively monitoring and

reflecting on their own learning processes.
II. It develops metacognitive skills, self-assessment, and self-directed learning habits.
III. It is conducted exclusively by external exam boards at the end of the final school year.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

66. A teacher presents a demonstration of atmospheric pressure using a collapsing tin can. Immediately following the demonstration, what pedagogical step should the teacher take?
(A) Dismiss the entire class group immediately without holding any post-experiment instructional discussion
(B) Ask students to memorize the dictionary definition of pressure without linking it to the experiment
(C) Facilitate guided discussion to explain the observed phenomenon conceptually
(D) Distribute final term-end examination mark sheets directly to all students without further comment

67. Which of the following instructional approaches is aligned with Constructivist Pedagogy?
(A) Direct transmission of pre-packaged factual information through continuous repetitive drill exercises
(B) Strict adherence to passive chapter reading followed by verbatim oral recitation drills
(C) Implementation of rigid token economy punishment systems for student errors or incorrect answers
(D) Inquiry-based learning where students explore, hypothesize, and construct understanding

68. What is the primary role of "Scaffolding" in instructional delivery?
(A) Constructing physical boundary walls and perimeter fencing for institutional school security
(B) Providing temporary support tailored to current competence to help achieve mastery
(C) Assigning permanent, fixed cognitive ability labels to incoming students early in the academic term
(D) Dictating detailed summary notes rapidly so that students develop fast physical handwriting skills

69. In differentiated instruction, when a teacher provides tiered assignments with varying levels of complexity while keeping the core learning objective the same, the teacher is differentiating the:
(A) Content
(B) Environment
(C) Process
(D) Physical infrastructure

70. Consider the following features:
I. Teacher acts as the 'Guide on the side' rather than 'Sage on the stage'.
II. Emphasizes collaborative problem solving and authentic assessment.
III. Views learners as active creators of knowledge rather than empty vessels.

These features represent which educational philosophy?
(A) Behaviorism
(B) Constructivism
(C) Essentialism
(D) Perennialism

71. In the ADDIE Model of Instructional Design, what does the acronym ADDIE stand for?
(A) Assessment, Delivery, Demonstration, Instruction, Examination
(B) Analysis, Design, Development, Implementation, Evaluation
(C) Application, Design, Development, Integration, Execution
(D) Analysis, Diagnosis, Delivery, Inspection, Evaluation

72. During a micro-teaching lesson, the supervisor provides feedback immediately after the 6-minute teaching session. What is the immediate next step for the student teacher in the micro-teaching cycle?
(A) Re-teach the lesson immediately without any extra preparation
(B) Conduct a formal summative examination for the entire class group
(C) Re-plan the lesson using feedback
(D) Write a comprehensive academic research paper focusing on pedagogy

73. A secondary school Principal notices that science practical classes consist solely of students copying pre-written laboratory procedures and expected outcomes from notebooks into practical files. To transform this into inquiry-based practical work, the Principal should advise teachers to:

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(A) Permanently eliminate laboratory practical sessions entirely from the weekly institutional schedule
(B) Demonstrate experimental procedures on video while students copy results into files passively
(C) Present open-ended investigations where students design procedures and analyze data
(D) Significantly increase the frequency of theoretical written tests covering practical definitions

74. Which of the following is a key advantage of the Storytelling Method in primary education?
(A) It requires zero lesson preparation or planning time by the classroom teacher
(B) It automatically guarantees perfect pass rates for all students in final examinations
(C) It completely replaces the instructional need for mathematics and science teaching
(D) It simplifies abstract concepts by embedding them in engaging narratives

75. In the context of competency-based education, what is a "Rubric"?
(A) A financial accounting ledger used for recording routine school departmental purchases
(B) A formal classroom seating chart arranged strictly by student attendance roll numbers
(C) A scoring tool outlining criteria and performance levels for evaluating work
(D) A standardized official curriculum document published by an educational authority

76. Consider the following statements regarding the Heuristic Method:
I. It places maximum emphasis on training in scientific method and problem-solving.
II. It is highly time-efficient for covering large syllabi quickly before exams.
III. It minimizes teacher exposition and promotes self-learning.
Which of the above statements are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

77. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Peer tutoring can enhance both academic achievement and social-emotional development for both the tutor and the tutee.
Reason (R): Explaining concepts to peers reinforces the tutor's own understanding, while tutees often feel more comfortable asking questions to peers in a low-anxiety environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

78. Which pedagogical method relies heavily on creating an artificial, simplified model of a real-world process to allow students to practice decision-making without real-world risks?
(A) Lecture Method
(B) Rote Recitation Method
(C) Simulation Method
(D) Dictation Method

79. In an Inclusive classroom, a student with Specific Learning Disability (Dyslexia) requires instructional accommodations. Which of the following is an appropriate pedagogical accommodation?
(A) Permanently exempting the student from participating in all classroom learning activities
(B) Assigning the student to a separate isolated learning room on a permanent full-time basis
(C) Grading the student strictly on spelling accuracy without evaluating actual subject content
(D) Providing text-to-speech technology, extra time, and visual instructional aids

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80. The concept of "Zone of Proximal Development" (ZPD) represents the distance between:
(A) What a learner does independently versus what they achieve with guided support
(B) The physical distance separating the main classroom block and the school playfield
(C) The percentage gap between a student's current mark and perfect marks in an exam
(D) The statutory age limits separating the pre-primary stage from senior secondary stage

81. A teacher uses the "Think-Pair-Share" strategy during a social science lesson. What is the sequence of student actions in this strategy?
(A) Students share ideas publicly with the class, think individually, and pair up for testing
(B) Students think individually, pair up to

discuss, and share ideas with the class
(C) Students work in fixed groups of ten, think silently for an hour, and submit written essays
(D) The classroom teacher thinks, pairs with the principal, and shares term marks with parents

82. What is the primary characteristic of "Discovery Learning" as advocated by Jerome Bruner?
(A) Direct, explicit transmission of factual information delivered by the classroom teacher
(B) Completing programmed linear drill worksheets individually in total physical isolation
(C) Active exploration of materials to discover underlying patterns and rules
(D) Systematic memorization of standard formulas through daily physical drill exercises

83. Consider the following statements regarding ICT integration in classrooms:
I. Asynchronous learning allows students to access learning materials and complete tasks at different times.
II. Synchronous learning occurs in real-time where interaction happens simultaneously.
III. Blended learning completely replaces human teachers with artificial intelligence software.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

84. Which stage of Kolb's Experiential Learning Cycle involves stepping back from execution to review and reflect upon what has been experienced?
(A) Concrete Experience
(B) Abstract Conceptualization
(C) Reflective Observation
(D) Active Experimentation

85. In a school setting, Action Research is typically initiated by:
(A) Central Ministry of Education officials formulating high-level national policy frameworks
(B) International educational agencies conducting large-scale global statistical analysis studies
(C) Classroom teachers and administrators solving immediate local pedagogical problems
(D) Tenured university professors pursuing pure theoretical academic journal publications

86. Which of the following questioning techniques encourages divergent and high-level critical thinking?
(A) Closed-ended recall questions requiring yes/no answers
(B) Dictating fixed answers to practice questions directly
(C) Multiple-choice factual questions testing isolated memory items
(D) Open-ended, evaluative, and hypothetical probing questions

87. A teacher designing a Competency-Based Assessment should focus primarily on:
(A) Checking how quickly students complete a timed 100-item traditional rote memory test
(B) Systematically measuring the physical thickness and visual neatness of student notebooks
(C) Evaluating whether students can apply knowledge and skills in authentic contexts
(D) Ranking students in precise numerical order based on competitive bell-curve grading methods

88. Consider the following statements regarding the Discussion Method:
I. It develops critical thinking, verbal communication, and tolerance for differing viewpoints.
II. It requires careful moderation, clear objectives, and effective summarization by the leader.
III. It is best suited for teaching mechanical physical execution skills like handwriting drill.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

89. In Micro-teaching, what is the ideal duration of a micro-lesson for practicing a single skill?
(A) 5 to 10 minutes
(B) 40 to 45 minutes
(C) 2 to 3 hours
(D) A full working day

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90. Which pedagogical strategy is explicitly advocated by NEP 2020 to promote experiential, multidisciplinary, and joyful learning in primary classes?
(A) High-stakes standardized testing and continuous repetitive drill sheets
(B) Pure traditional lecture method without using physical play materials
(C) Toy-based, art-integrated, and story-telling approaches
(D) Commercial coaching study module distribution within primary classrooms

91. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Diagnostic evaluation should precede remedial teaching in a school learning recovery program.
Reason (R): Diagnostic tests pinpoint specific learning deficits and misconceptions, enabling the design of targeted remedial strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. In the context of curriculum transaction, "Hidden Curriculum" refers to:
(A) The official printed syllabus document issued directly by the state educational board
(B) Highly confidential question papers stored securely inside institutional safe vaults
(C) Supplementary reading reference books hidden away in school library archive rooms
(D) Unwritten values, norms, and perspectives that students absorb in school

93. A head of institution evaluating teacher performance notes that a teacher uses real-life local socio-environmental problems to teach environmental science concepts. This strategy reflects:
(A) Abstract formal lecture-based pedagogy
(B) Authentic contextualized pedagogy
(C) Mechanical drill-based practice pedagogy
(D) Standardized exam-centric cramming strategy

94. What is the fundamental difference between "Assessment FOR Learning" and "Assessment OF Learning"?
(A) Assessment FOR learning is conducted exclusively by external boards, while Assessment OF learning consists strictly of student self-assessment
(B) Assessment FOR learning awards formal letter grades, while Assessment OF learning provides no descriptive qualitative feedback whatsoever
(C) Assessment FOR learning is formative to guide learning, while Assessment OF learning is summative to measure final achievement
(D) Assessment FOR learning is restricted to primary schools, while Assessment OF learning is designed exclusively for university levels

95. Consider the following statements regarding Individualized Instruction:
I. It respects individual differences in learning pace, style, and readiness.
II. Mastery Learning and Programmed Instruction are examples of individualized instruction approaches.
III. It mandates that all students in a class must complete the exact same task at the exact same speed simultaneously.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. What is the key characteristic of "Brainstorming" as a teaching strategy?
(A) Memorizing detailed dictionary definitions under conditions of strict classroom silence
(B) Generating creative ideas without immediate evaluation or judgment
(C) Writing formal structured academic research papers completely independently in isolation
(D) Correcting peer spelling errors during timed individual competitive speed tests

97. In continuous and comprehensive evaluation (CCE), the term "Comprehensive" implies:
(A) Conducting formal written examinations every single calendar day of the academic year
(B) Assessing exclusively cognitive memory skills through lengthy written essay tests
(C) Evaluation of both Scholastic and Co-Scholastic student development domains
(D) Testing the entire cumulative syllabus within a single final examination

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98. Which of the following represents a key step in Problem-Based Learning (PBL)?
(A) Dictating standard theoretical answers for students to memorize
(B) Administering a multiple-choice diagnostic exam on day one without introduction
(C) Presenting an authentic, unstructured problem scenario to students
(D) Lecturing continuously for three hours on theoretical background

99. In the context of NEP 2020, "FLN" stands for:
(A) Formal Language and Network
(B) Functional Logic and Numerics
(C) Foundational Literacy and Numeracy
(D) Fundamental Learning and Networking

100. A school Principal wants to establish a Collaborative Professional Learning Community (PLC) among teachers. Which practice best supports this initiative?
(A) Formally issuing strict warning letters for minor administrative reporting delays
(B) Encouraging peer observation, joint lesson planning, and action research sharing
(C) Strictly preventing teachers from interacting with one another during working hours
(D) Mandating individual paper-based testing while banning inter-departmental meetings

101. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Outcome-Based Education (OBE) requires explicit specification of clear, measurable Learning Outcomes (LOs) at the beginning of curriculum design.
Reason (R): Instructional strategies and assessment tools in OBE are backward-designed to ensure alignment with those pre-determined learning outcomes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

102. In the context of micro-teaching skills, "Set Induction" refers to:
(A) Setting up complex laboratory apparatus prior to beginning a science experiment
(B) Summarizing key theoretical concepts at the conclusion of a full class session
(C) Assigning comprehensive homework problem sets to students at the end of the day
(D) Introducing a lesson to gain attention and link past knowledge with new content

103. Which of the following is a primary feature of the "Flipped Classroom" model?
(A) Homework is completed in physical schools while lectures are delivered in public libraries
(B) Direct instruction occurs online at home, while active practice happens in class
(C) Physical classroom spaces are permanently converted into digital video recording studios
(D) Traditional written examinations are replaced by continuous physical sports practice sessions

104. Consider the following statements regarding Art-Integrated Learning (AIL):
I. It makes learning experiential, holistic, and joyful.
II. It aids in understanding complex abstract concepts through artistic expressions.
III. It is strictly limited to drawing and painting and excludes music, dance, and theatre.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

105. What is the primary function of "Formative Evaluation" during an academic term?
(A) Formally certifying student completion of an academic program at graduation
(B) Providing ongoing feedback to monitor and improve learning during instruction
(C) Awarding annual state merit scholarships based on national percentile rankings
(D) Selecting qualified student athletes for school inter-mural sports teams

106. In instructional design, the "ADDIE" stage where learning materials, lesson plans, and digital content are actualized and created is the:
(A) Analysis stage
(B) Implementation stage
(C) Development stage
(D) Evaluation stage

107. A teacher uses a structured graphic organizer (such as a Venn Diagram) to help students compare and contrast two historical events. This

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activity primarily develops which cognitive skill in Bloom's Revised Taxonomy?
(A) Remembering
(B) Repeating
(C) Direct Recitation
(D) Analyzing

108. Which teaching approach relies on the principle that students learn best when they construct meaning through hands-on experience, reflection, and social negotiation?
(A) Direct Instruction Behaviorism
(B) Social Constructivism
(C) Passive Rote Memorization
(D) Transmission Pedagogy

109. Consider the following statements regarding the Lecture Method:
I. It is effective for delivering structured information to large audiences efficiently.
II. It actively engages higher-order critical thinking and practical skills in primary children.
III. It is predominantly teacher-centered with limited student feedback mechanisms.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

110. What is the main objective of Vocational Education integration as outlined in NEP 2020?
(A) Forcing non-academic students to permanently drop out of mainstream secondary schools
(B) Replacing foundational literacy and numeracy entirely with manual physical labor tasks
(C) Providing practical skill exposure and vocational crafts from middle school onwards
(D) Reserving technical vocational training exclusively for tertiary university degree courses

111. During a school supervision visit, a Principal finds that a teacher uses real-life local community issues (such as water scarcity in the neighborhood) for students to research, write reports, and propose solutions. This pedagogical practice is an example of:
(A) Rote memory drill-based pedagogy
(B) Pure theoretical direct lecture pedagogy
(C) Problem-based contextual learning
(D) Exam-centric cramming test strategy

112. In differentiated instruction, modifying the "Product" refers to:
(A) Changing the physical seating dimensions and arrangements of classroom furniture
(B) Modifying official course reading material formats and visual font sizes
(C) Retroactively altering institutional administrative grading scales and rubrics
(D) Allowing students to choose different product modes to demonstrate mastery

113. What is the core mechanism of "Peer Assessment" in classroom evaluation?
(A) Students evaluate peer work using clear criteria to give constructive feedback
(B) Students assign formal transcript marks determining official class ranks without teacher oversight
(C) Students vote publicly on which peers should pass or fail the current academic year
(D) Students compose and grade final examination question papers for their classroom peers

114. Consider the following statements regarding "Inclusive Pedagogy":
I. It seeks to reduce barriers to learning for all children, including children with special needs.
II. It accommodates diverse learning styles, abilities, and backgrounds within regular classrooms.
III. It creates separate, isolated academic tracks and classrooms for children with special needs.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

115. What is the primary characteristic of the "Demonstration Method" in science teaching?
(A) Students work completely independently without any teacher supervision or physical demonstration
(B) The teacher demonstrates an experiment while explaining concepts visually and orally
(C) The entire class reads theoretical study passages silently for forty-five minutes
(D) The teacher writes formal mathematical proofs on the blackboard without physical

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apparatus

116. In the 5E Inquiry Model, during which phase do students articulate their understanding, define concepts, and clarify explanations introduced by the teacher?
(A) Engage
(B) Explore
(C) Explain
(D) Elaborate

117. Which of the following is an effective technique for managing disruptive classroom behavior proactively?
(A) Immediately suspending students for minor non-disruptive off-task classroom behavior
(B) Ignoring classroom misbehavior completely to let students resolve issues independently
(C) Establishing positive classroom norms and routines early in the academic session
(D) Publicly humiliating struggling students in front of peers to maintain adult authority

118. In Bloom's Revised Taxonomy, the domain dealing with attitudes, values, emotional feelings, and appreciations is the:
(A) Cognitive Domain
(B) Affective Domain
(C) Psychomotor Domain
(D) Sensory-Motor Domain

119. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Blended learning environments can enhance student engagement and personalize learning paths.
Reason (R): Blended learning effectively combines face-to-face classroom instruction with digital, self-paced online learning resources.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

120. Which skill in micro-teaching focuses on using positive verbal and non-verbal cues (such as smiling, nodding, saying "Very Good") to encourage student responses?
(A) Skill of Probing Questions
(B) Skill of Explaining
(C) Skill of Reinforcement
(D) Skill of Illustration with Examples

121. Consider the following statements regarding "Toy-Based Pedagogy":
I. It is rooted in play-based, experiential learning using indigenous and local toys.
II. It fosters cognitive, psychomotor, and socio-emotional development.
III. It is recommended only for final secondary board examination preparation.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

122. In the context of instructional alignment, "Constructive Alignment" (Biggs) means that:
(A) Physical school buildings are constructed strictly using standardized architectural blueprints
(B) All teachers across a district use identical daily lesson plans regardless of context
(C) Assessment test scores are artificially adjusted to conform to a normal distribution curve
(D) Learning outcomes, instructional activities, and assessments are systematically aligned

123. A teacher notices that a student frequently gets confused between similar mathematical symbols. The teacher provides visual color-coded flashcards and guided prompts to support the student's learning, gradually removing them as mastery improves. This process is called:
(A) Punishment
(B) Scaffolding
(C) Rote Drill
(D) Summative Evaluation

124. Which of the following best describes the "Project Method" of teaching?
(A) A traditional teacher-centered method consisting solely of dictating study materials
(B) A student-centered method where learning occurs through real-world problem solving
(C) A competitive drill exercise designed specifically for rapid rote memorization of facts
(D) A formal theoretical test series administered under strict quiet examination conditions

125. What is the main pedagogical advantage of using "Concept Maps" in classroom instruction?

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(A) They completely replace the institutional requirement for formal end-of-term examinations
(B) They enable classroom teachers to deliver lectures without prior subject preparation
(C) They help learners visualize and organize relationships between concepts structurally
(D) They serve as automated digital attendance registers for daily classroom activity logging

126. Consider the following statements regarding "Differentiated Instruction":
I. It accounts for individual differences in student readiness, interests, and learning profiles.
II. It means creating individualized lesson plans for every single student for every single minute of the day.
III. It provides multiple options for processing information and demonstrating understanding.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

127. Which of the following is a primary feature of "Cooperative Learning"?
(A) Negative Interdependence where students actively compete to defeat group members
(B) Complete structural absence of individual student accountability during group tasks
(C) Physical isolation of individual learners during collaborative classroom assignments
(D) Positive Interdependence where group success depends on individual contributions

128. In the 5E Inquiry Model, what is the primary role of the teacher during the "Explore" phase?
(A) Direct authoritative lecturer providing all required answers and definitions upfront
(B) Strict academic examiner marking student mistakes and errors immediately in class
(C) Facilitator who provides materials and guides inquiry without giving direct answers
(D) Silent detached observer who leaves the physical classroom environment entirely

129. A Principal wants to evaluate whether a teacher's lesson plan aligns with NEP 2020 recommendations. Which of the following features should the Principal look for in the lesson plan?
(A) Mechanical content reading, heavy homework drills, and reliance on rote memorization
(B) Complete reliance on continuous teacher lecturing without active student participation
(C) Experiential learning, art/sports integration, and competency-based outcomes
(D) Exclusive focus on high-stakes final examination coaching modules and test practice

130. What is the main characteristic of "Inquiry-Based Learning"?
(A) Classroom teachers dictate static facts while passive students record them verbatim
(B) Students formulate questions, investigate, analyze data, and build conclusions
(C) Students memorize pre-written standard answers to past examination question papers
(D) Teachers demonstrate short operational tricks for fast multiple-choice test guessing

131. Consider the following statements regarding "Action Research":
I. It is conducted by educational practitioners (teachers/principals) within their own institutional settings.
II. It aims to solve local practical problems and improve educational practice directly.
III. It strictly requires complex advanced statistical modeling across national sample sets.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

132. In Bloom's Revised Taxonomy, the level "Apply" involves:
(A) Recalling basic definitions from long-term memory without context
(B) Executing or implementing a procedure in a new situation
(C) Critiquing the validity and methodology of an external research paper
(D) Creating an original theoretical scientific model completely from scratch

133. Which skill in micro-teaching involves the effective use of non-verbal gestures, blackboard writing, pacing, and questioning to make concepts clear?
(A) Skill of Silent Reading
(B) Skill of Rote Memorization

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(C) Skill of Explaining
(D) Skill of Exam Invigilation

134. What is the core idea of Jerome Bruner's "Spiral Curriculum"?
(A) Curriculum topics are taught once and never revisited in subsequent grade levels
(B) Academic subjects must be taught in a circular physical seating arrangement layout
(C) School instructional and reference materials should be updated every thirty years only
(D) Concepts are introduced simply and revisited with increasing depth over time

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Universal Design for Learning (UDL) benefits all learners in an inclusive classroom, not just students with disabilities.
Reason (R): UDL provides multiple means of representation, expression, and engagement, accommodating diverse learning styles and needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. In the context of assessment, "Reliability" refers to:
(A) The precise degree to which a test measures what it claims to measure accurately
(B) Consistency and stability of test results across multiple administrations
(C) The total physical speed with which students complete the examination paper
(D) The physical structural durability of the answer script booklets over time

137. Which of the following is an example of an "Advance Organizer" as conceptualized by David Ausubel?
(A) A final official end-of-year institutional academic grade ledger document
(B) A structured classroom seating register arranged strictly by student heights
(C) An introductory schema bridging new material with prior knowledge
(D) A standardized multiple-choice question bank designed for final board exams

138. Consider the following statements regarding "Competency-Based Education (CBE)":
I. CBE focuses on student demonstration of measurable learning outcomes.
II. CBE allows flexible pacing for students to achieve mastery.
III. CBE relies solely on time-spent in class rather than outcome achievement.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

139. A teacher uses role-play to teach social science concepts related to democratic decision-making in a local administrative body. What is the primary learning outcome of this strategy?
(A) Memorizing statutory administrative rule numbers and regulations verbatim
(B) Improving individual handwriting physical speed under exam conditions
(C) Standardizing physical body posture during daily formal classroom lectures
(D) Developing perspective-taking, empathy, and understanding of social roles

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140. Which of the following instructional strategies is best suited for teaching complex psychomotor skills (such as operating a microscope or sports technique)?
(A) Pure Unguided Theoretical Classroom Lecture
(B) Lecture-Demonstration with Guided Practice
(C) Silent Reading without Supervision
(D) Group Discussion without physical equipment

141. What is the main objective of "Diagnostic Evaluation"?
(A) Awarding merit scholarships to top-ranking secondary school students
(B) Screening qualified candidates for competitive university admission tracks
(C) Identifying specific learning difficulties to plan targeted remediation
(D) Evaluating daily teacher attendance records and administrative punctuality

142. Consider the following statements regarding "Continuous and Comprehensive Evaluation (CCE)":
I. It evaluates both scholastic and co-scholastic

aspects of student growth.
II. It emphasizes continuous formative assessment alongside summative assessment.
III. It relies exclusively on single end-of-year written examinations.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

143. In a flipped classroom model, what primary activity takes place during pre-class hours at home?
(A) Group collaborative project execution and formal peer evaluation sessions
(B) Sitting for high-stakes term-end examinations under quiet supervision
(C) Content exposure via video lectures, digital readings, or media
(D) Participating in physical laboratory experiment demonstrations on campus

144. Which pedagogical framework emphasizes that learning occurs best when students actively transform raw experience into abstract concepts and test them in new situations?
(A) Skinner's Operant Conditioning Theory
(B) Pavlov's Classical Conditioning Theory
(C) Thorndike's Primary Psychological Law of Effect
(D) Kolb's Experiential Learning Theory

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Peer tutoring promotes positive social relationships and academic growth in inclusive classrooms.
Reason (R): Tutees receive individual attention in a low-stress environment, while tutors deepen their own understanding through peer teaching.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. What is the primary function of a "Rubric" in subjective assessment?
(A) Ranking students automatically across a standard bell-curve distribution
(B) Calculating the exact percentage pass mark legally required for graduation
(C) Providing clear evaluation criteria to ensure consistent scoring
(D) Reducing overall paper script usage in institutional school examinations

147. In the context of classroom management, what does "Withitness" (Kounin) require a teacher to do?
(A) Teaching while standing continuously at the blackboard without moving at all
(B) Memorizing entire instructional chapters verbatim prior to entering class
(C) Ignoring off-task student behavior completely to preserve teacher energy
(D) Monitoring classroom activities continuously to prevent disruptions early

148. Consider the following statements regarding "Problem-Based Learning (PBL)":
I. It begins with a real-world, complex, ill-defined problem.
II. Students take ownership of identifying learning needs and developing solutions.
III. The teacher acts as the sole source of factual answers and solutions.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

149. In Bloom's Revised Taxonomy, which cognitive domain category involves combining elements to form a functional whole or creating an original product?
(A) Creating
(B) Evaluating
(C) Analyzing
(D) Remembering

150. A Principal observing a class notices that the teacher uses various questioning techniques: prompting, seeking further clarification, and redirecting questions to other students. This demonstrates effective use of:
(A) Direct Dictation Skills
(B) Probing Questioning Skills
(C) Passive Listening Skills
(D) Strict Classroom Chastisement

151. Which of the following is a primary characteristic of "Programmed Instruction"?
(A) Traditional group lecture delivery without

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any individual pacing options
(B) Open-ended, unscripted classroom debate conducted without learning materials
(C) Self-paced learning in small sequential steps with immediate feedback
(D) Large-scale physical activity training conducted without written guidance

152. Consider the following statements regarding "Art-Integrated Learning (AIL)":
I. It connects art forms (visual, performing) with academic concepts across subjects.
II. It promotes joyful, creative, and deep conceptual understanding.
III. It is an extra-curricular activity conducted only after school hours.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

153. What is the primary distinction between "Formative" and "Summative" assessment?
(A) Formative assessment provides final grades, whereas Summative assessment gives informal verbal feedback notes
(B) Formative assessment is conducted by state boards, while Summative assessment is done by classroom student monitors
(C) Formative assessment is used only in pre-school, while Summative assessment is reserved for senior secondary classes
(D) Formative assessment monitors learning during instruction, while Summative evaluates at the end

154. In an inclusive school, what is an "Individualized Education Plan" (IEP)?
(A) A general administrative timetable issued to all students enrolled in a grade level
(B) A customized plan for a child with special needs detailing goals and support
(C) A financial budget document for purchasing institutional laboratory equipment
(D) A standardized official rulebook detailing disciplinary actions against staff

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Experiential learning actively engages students in reflecting on concrete experiences to construct knowledge.
Reason (R): Kolb's model posits that learning is a continuous four-stage cycle involving concrete experience, reflection, conceptualization, and experimentation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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156. In the 5E Instructional Model, during which phase do students apply their newly acquired concepts and skills to new, related situations or real-world problems?
(A) Engage
(B) Explore
(C) Explain
(D) Elaborate

157. Which pedagogical approach aligns best with the recommendation of shifting from "learning for exams" to "learning for understanding"?
(A) Standardized Rote Memorization Drill
(B) Passive Content Transmission Method
(C) Competency-Based Pedagogy
(D) Timed Speed Exam Coaching Modules

158. Consider the following statements regarding "Discovery Learning":
I. It is propounded by Jerome Bruner.
II. It encourages active manipulation and problem-solving by learners to uncover underlying principles.
III. It relies on passive reception of direct teacher lectures.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

159. What is the primary benefit of "Micro-teaching" in teacher education programs?
(A) Completely replacing real classroom teaching throughout a professional teaching career
(B) Practicing specific teaching skills in a controlled environment with feedback
(C) Providing a formal accredited university degree in national school administrative law
(D) Automating student evaluation using standardized computer software scripts

160. A school Principal wants to implement ICT integration across all subjects. According to the TPACK model, effective ICT integration requires teachers to integrate:
(A) Utilizing pure computer software programming and coding skills only
(B) Integrating Technological, Pedagogical, and Content Knowledge
(C) Managing administrative budgeting tools and attendance tracking software
(D) Developing hardware repair skills and computer maintenance exclusively

161. In classroom assessment, what is "Criterion-Referenced Assessment"?
(A) Assessing performance against fixed, pre-determined criteria
(B) Comparing a student's score against the average performance of a norm group
(C) Ranking students in precise numerical order from highest to lowest percentile
(D) Assessing student performance based on physical appearance and discipline

162. Consider the following statements regarding "Team Teaching":
I. It involves two or more teachers collaboratively planning, teaching, and evaluating a course or unit.
II. It allows teachers to share complementary expertise and pedagogical strategies.
III. It reduces total teacher requirement in a school by half permanently.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

163. What is the key characteristic of "Self-Directed Learning"?
(A) Learners strictly follow direct dictation from classroom teachers without personal choice
(B) Learners take initiative in diagnosing needs, setting goals, and evaluating outcomes
(C) Teachers complete all required academic assignments directly on behalf of students
(D) Students work continuously without any access to learning materials or tool resources

164. In the context of pedagogical methods, what is the "Heuristic Method"?
(A) A traditional rote drill method used for memorizing historical dates and events
(B) A method where the teacher reads aloud from prescribed reading materials continuously
(C) A method by H.E. Armstrong where students act as discoverers to solve problems
(D) An assessment strategy based purely on multiple-choice standardized practice tests

165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assessment AS Learning fosters metacognitive skill development in students.
Reason (R): In Assessment AS Learning, students actively reflect on their learning processes, evaluate their own work, and set personal learning goals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. In Bloom's Revised Taxonomy, which cognitive level involves breaking material into constituent parts and determining how parts relate to one another and to an overall structure?
(A) Analyzing
(B) Remembering
(C) Understanding
(D) Applying

167. Which of the following is an effective strategy for fostering "Critical Thinking" in middle school science classes?
(A) Requiring students to copy exact textbook definitions five times in notebooks
(B) Asking open-ended questions requiring evidence and evaluation of ideas
(C) Providing single correct answers to every student question immediately in class
(D) Conducting timed speed drill tests for memorizing physical science constants

168. Consider the following statements regarding "Blended Learning":
I. It combines face-to-face classroom instruction with digital/online instruction.
II. It offers opportunities for personalized pacing and flexible learning paths.
III. It eliminates the need for physical school infrastructure entirely.
Which of the statements given above are correct?
(A) I and II only

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(B) II and III only
(C) I and III only
(D) I, II and III

169. What is the primary role of a teacher in a "Constructivist Classroom"?
(A) An authoritative lecturer who delivers non-negotiable factual information
(B) A facilitator who creates learning environments and scaffolds inquiry
(C) A passive observer who does not intervene directly in student activity
(D) A strict invigilator focusing exclusively on classroom discipline and testing

170. A Principal observes a middle school social science class where students work in small groups, analyze primary historical sources, debate different interpretations, and write a joint position paper. This instructional approach best reflects:
(A) Traditional direct lecture pedagogy
(B) Inquiry and collaborative pedagogy
(C) Programmed Skinnerian drill pedagogy
(D) Pure rote memorization exam pedagogy

171. In instructional design, what is the primary purpose of conducting a "Needs Assessment"?
(A) Determining total institutional financial budget allocations for technology hardware
(B) Identifying the gap between current student capabilities and target outcomes
(C) Inspecting physical building infrastructure safety compliance across campuses
(D) Assigning annual teacher promotional ranks based on administrative seniority

172. Consider the following statements regarding "Project-Based Learning (PBL)":
I. Projects are organized around complex, real-world driving questions.
II. Students create tangible artifacts or public presentations to showcase learning.
III. Projects are completed exclusively as individual homework assignments without teacher guidance.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

173. Which micro-teaching skill involves using appropriate examples, analogies, visual aids, and simple non-examples to clarify complex abstract concepts?
(A) Skill of Blackboard Writing
(B) Skill of Stimulus Variation
(C) Skill of Illustration
(D) Skill of Lesson Closure

174. What is the key focus of "Competency-Based Assessment"?
(A) Comparing individual student test scores to establish percentile rankings across schools
(B) Assessing whether a student can perform a skill or apply knowledge to standards
(C) Evaluating the physical length, handwriting, and formatting of written academic essays
(D) Testing the physical speed of mechanical rote calculation under timed exam pressure

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175. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated instruction improves learning outcomes in classrooms with diverse learner abilities.
Reason (R): Differentiated instruction tailors content, process, products, and learning environments to address students' varied readiness levels, interests, and learning profiles.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. What is the main principle behind B.F. Skinner's Programmed Instruction model?
(A) Unstructured discovery without teacher guidance or instructional materials
(B) Operant conditioning through small sequential steps and immediate feedback
(C) Large-scale group lectures delivered via educational television broadcasting
(D) Rote memorization through physical punishment for incorrect student answers

177. In the context of children with special educational needs, what does "Universal Design for Learning" (UDL) aim to achieve?
(A) Creating standardized universal exams that all students must pass without accommodations
(B) Designing curriculum and instruction that provide equal opportunities for all

(C) Placing all children with special educational needs in a single specialized school facility
(D) Standardizing physical student uniforms and instructional material designs across all schools globally

178. Consider the following statements regarding "Sports-Integrated Pedagogy":
I. It adopts fitness and sports activities as pedagogical tools to teach academic subjects.
II. It helps build life skills such as collaboration, leadership, resilience, and discipline.
III. It requires replacing all theoretical classroom sessions with outdoor games.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

179. In Bloom's Revised Taxonomy, what is the lowest cognitive domain level?
(A) Remembering
(B) Understanding
(C) Applying
(D) Analyzing

180. A teacher designs a lesson where students work in pairs: one student reads a text and explains it to the second student, who asks clarifying questions, and then they reverse roles. This strategy is known as:
(A) Direct Teacher Delivery
(B) Programmed Linear Drilling
(C) Reciprocal Teaching
(D) Individual Unassisted Reading

181. In the context of pedagogical approaches, what is "Problem-Based Learning (PBL)" primarily designed to cultivate?
(A) High-speed rote recall of standard formulas and definitions during formal timed written exams
(B) Problem-solving, critical thinking, and collaboration through ill-structured scenarios
(C) Individual silent seatwork completed under highly competitive classroom exam conditions
(D) Standardized physical motor coordination during mandatory physical education drill routines

182. Consider the following statements regarding "Outcome-Based Education (OBE)":
I. It focuses on clear, measurable student outcomes rather than input-based course duration.
II. Program outcomes and course outcomes guide instructional planning and assessment.
III. It ranks students using norm-referenced grading curves exclusively.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

183. Which instructional approach relies on breaking complex learning tasks into micro-steps, reinforcing correct responses immediately, and allowing students to progress at their own pace?
(A) Group Brainstorming
(B) Programmed Instruction
(C) Open Excursion Method
(D) Role Play Method

184. In the context of action research, what is the purpose of the "Reflect" phase?
(A) Writing formal academic study guides for broad distribution across schools
(B) Administering summative standardized board examinations to all students
(C) Analyzing observation data to evaluate action and plan next steps
(D) Assigning administrative warning letters to non-performing staff members

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Toy-Based Pedagogy promotes holistic development in early childhood and foundational stage education.
Reason (R): Toys and play activities foster cognitive, psychomotor, language, and socio-emotional skills through hands-on experiential engagement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Which pedagogical method involves active role-play and simulation to develop perspective-taking, social awareness, and empathy among secondary school students?

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(A) Direct Lecture Method
(B) Role Play Method
(C) Programmed Instruction Method
(D) Teacher Dictation Method

187. What is the primary characteristic of "Norm-Referenced Assessment"?
(A) Evaluating student performance against pre-established absolute benchmarks
(B) Assessing student growth strictly against their own personal prior performance
(C) Comparing an individual's performance against a broader peer norm group
(D) Evaluating student physical health parameters during routine sports activities

188. Consider the following statements regarding "Gagne's Nine Events of Instruction":
I. "Gaining Attention" is the first event of instruction.
II. "Providing Feedback" and "Assessing Performance" are essential events near the conclusion.
III. The model applies exclusively to early childhood education and cannot be used in secondary schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

189. A Principal evaluating classroom teaching quality looks for evidence of "Scaffolding". Which classroom observation provides clear evidence of effective scaffolding?
(A) The teacher leaves students completely on their own without guidance, prompts, or feedback
(B) The teacher lectures continuously for 45 minutes without taking any student questions
(C) The teacher writes answers on the board and commands students to copy them verbatim into files
(D) Providing graphic prompts, structuring tasks, and fading assistance as competence grows

190. What is the primary focus of "Experiential Learning" according to David Kolb?
(A) Memorizing abstract theoretical definitions before viewing any real-world concrete examples
(B) Transforming concrete experience through reflection, conceptualization, and testing
(C) Completing paper-based speed drills under strict silent individual examination conditions
(D) Passive listening to recorded audio lectures without engaging in classroom activity

191. Consider the following statements regarding "Assessment FOR Learning":
I. It is formative and embedded in daily instructional processes.
II. It provides diagnostic feedback to help teachers adjust instruction and students adjust learning strategies.
III. It results in final, high-stakes certification scores at the end of the academic program.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

192. Which micro-teaching skill emphasizes the teacher's ability to smoothly transition between different learning activities and summarize key points at the end of a lesson?
(A) Skill of Set Induction
(B) Skill of Achieving Closure
(C) Skill of Stimulus Variation
(D) Skill of Probing Questions

193. What is the main objective of implementing "Blended Learning" in secondary schools?
(A) Permanently eliminating physical classroom attendance requirements for all students
(B) Combining digital and face-to-face instruction for interactive learning
(C) Replacing certified human teachers with automated scoring software systems
(D) Reducing institutional energy costs by shutting down school physical libraries

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194. In Bloom's Revised Taxonomy, which cognitive domain verb corresponds to the "Evaluate" level?
(A) List, Define, Recite, Label
(B) Critique, Justify, Judge, Assess
(C) Calculate, Solve, Demonstrate, Execute
(D) Summarize, Classify, Explain, Discuss

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Art-Integrated Learning (AIL) aligns with the constructivist approach to education.
Reason (R): AIL allows students to actively construct conceptual understanding through multi-sensory artistic experiences, expression, and reflection.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. What is the primary characteristic of the "Discussion Method" in classroom pedagogy?
(A) Unidirectional transmission of factual information from classroom teacher to passive students
(B) Silent individual writing of formal essay assignments during scheduled class hours
(C) Interactive verbal exchange of ideas among students and teacher on a topic
(D) Mechanical drill practice of routine mathematical operations and computational algorithms

197. Consider the following statements regarding "Peer Tutoring":
I. It can be implemented as same-age or cross-age tutoring.
II. It enhances cognitive clarity for both tutor and tutee.
III. It is recommended only for high-achieving gifted students and harms low achievers.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

198. In the 5E Inquiry Model, during which phase are students engaged in short activities designed to capture their curiosity, uncover prior knowledge, and focus their thinking?
(A) Engage
(B) Explore
(C) Explain
(D) Evaluate

199. A Principal notices that a teacher uses real-life case studies, field visits, and open inquiry in secondary environmental science classes. This teacher is practicing which pedagogical strategy?
(A) Traditional Direct Instruction Pedagogy
(B) Authentic and Experiential Pedagogy
(C) Rote Memory Pedagogy
(D) Paper-Based Speed Test Pedagogy

200. What is the key focus of "Action Research" in an educational institution?
(A) Formulating generalizable theories for national education policy and administration
(B) Immediate localized problem solving and practice improvement by internal staff
(C) Publishing commercial study guides for national board exam preparation
(D) Conducting nationwide demographic surveys for official government census reporting

201. Consider the following statements regarding "Competency-Based Education":
I. It focuses on demonstrated mastery of clear learning outcomes.
II. It supports flexible pacing tailored to individual student needs.
III. It requires all students to spend an identical fixed time in seat before moving forward regardless of mastery.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

202. What is the primary function of "Scaffolding" in Vygotsky's socio-cultural theory?
(A) Marking final end-of-term answer scripts
(B) Providing temporary guidance and support that is gradually withdrawn as the learner develops independent mastery
(C) Dictating summary notes at the end of every class
(D) Grouping students by strict biological age groups

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203. In Bloom's Revised Taxonomy, which cognitive level is involved when a student formulates an original hypothesis or designs an innovative experimental procedure?
(A) Analyzing
(B) Applying
(C) Creating
(D) Understanding

204. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Formative assessment provides timely diagnostic feedback during the instructional cycle.
Reason (R): The primary aim of formative assessment is to assign official final letter grades for academic transcripts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

205. What is the main characteristic of the "Heuristic Method"?
(A) Teachers reading study passages aloud while passive students take direct dictation
(B) Students completing standardized drill worksheets in complete classroom silence
(C) Placing students as independent discoverers through self-directed investigation
(D) Direct formal lectures delivered continuously without active student participation

206. Consider the following statements regarding "Universal Design for Learning (UDL)":
I. It provides multiple means of representation to give learners varied ways of acquiring information.
II. It provides multiple means of action and expression to give learners alternatives for demonstrating knowledge.
III. It enforces a single, standardized mode of assessment for all students without exception.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

207. A Principal wants to encourage teachers to shift from passive transmission pedagogy to active constructivist pedagogy. Which teacher activity best reflects this shift?
(A) Dictating long theoretical summaries for passive students to copy word-for-word in class
(B) Administering daily multiple-choice drill tests based on factual memory items
(C) Facilitating collaborative inquiries, problem solving, and reflective discussions
(D) Lecturing continuously using static presentation slides without engaging in student dialogue

208. In instructional design, what is the primary purpose of "Formative Evaluation" of a lesson plan or curriculum module?
(A) Determining final course grades for graduating senior students at year end
(B) Evaluating a module during development to make iterative improvements
(C) Assessing teacher salary increments and promotions at the end of the fiscal year
(D) Formal certification of textbook publication rights and licensing

209. What is the key distinction between "Cooperative Learning" and "Collaborative Learning"?
(A) Collaborative learning is used only in primary school, while cooperative learning is reserved for universities
(B) Cooperative learning strictly forbids group discussion, while collaborative learning relies on passive listening
(C) Cooperative learning uses structured role division, while collaborative uses mutual engagement
(D) Collaborative learning is teacher-led direct instruction, while cooperative learning is silent book reading

210. Consider the following statements regarding "Toy-Based Pedagogy":
I. It leverages games, indigenous toys, and physical play objects to introduce foundational concepts.
II. It enhances cognitive, spatial, motor, and socio-emotional abilities in learners.
III. It is an expensive technological model requiring high-end digital hardware in every room.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

211. Which micro-teaching skill involves using deliberate body movements, physical gestures, changes in speech tone and rate, and shifting interaction styles to maintain student attention?
(A) Skill of Set Induction
(B) Skill of Blackboard Writing
(C) Skill of Stimulus Variation
(D) Skill of Probing Questions

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212. In the context of CCE, what is the primary purpose of "Diagnostic Assessment"?
(A) Awarding merit rank certificates to top-performing academic students in school
(B) Identifying specific learning gaps to design effective remedial interventions
(C) Selecting qualified students for competitive sports teams and events
(D) Generating annual financial governance reports for school board management

213. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inquiry-based learning develops higher-order thinking and problem-solving skills in science education.
Reason (R): In inquiry-based learning, students formulate research questions, design investigations, analyze data, and justify evidence-based conclusions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

214. What is the primary characteristic of "Problem-Based Learning (PBL)"?
(A) Completing step-by-step linear drill worksheets provided by the teacher individually
(B) Listening to direct lectures while copying mathematical solutions from the blackboard
(C) Organizing learning around an authentic, ill-structured problem scenario
(D) Completing timed competitive tests without access to discussion or learning resources

215. Consider the following statements regarding "Micro-teaching":
I. It is a scaled-down teacher preparation technique focusing on specific teaching skills.
II. A typical micro-teaching cycle includes Plan, Teach, Feedback, Re-plan, Re-teach, and Re-feedback.
III. It involves teaching full-size regular classes of 50 students for 45 minutes.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

216. In Bloom's Revised Taxonomy, which cognitive domain level involves recalling relevant knowledge from long-term memory?
(A) Understanding
(B) Applying
(C) Remembering
(D) Analyzing

217. A school Principal wants to evaluate the effectiveness of ICT integration in science lessons. Which classroom indicator demonstrates meaningful ICT integration?
(A) Using a projector purely to display static study pages while reading them aloud to the class
(B) Keeping computer systems locked in laboratory cabinets permanently to prevent hardware damage
(C) Copying computer programming source code from the blackboard into paper notebooks in silence
(D) Using interactive simulations to manipulate variables and construct explanations

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218. What is the primary purpose of "Self-Assessment" in student learning?
(A) Completely replacing official teacher evaluation in annual report card transcripts
(B) Developing metacognitive awareness and self-directed learning in students
(C) Reducing total teaching contact hours required for school administrative staff
(D) Standardizing test scores across different regional school districts nationwide

219. Consider the following statements regarding "Art-Integrated Learning (AIL)":
I. It bridges artistic expressions with subject learning across disciplines.
II. It promotes joyful, multi-sensory, and inclusive learning experiences.
III. It is restricted to art classes and cannot be integrated into Mathematics or Science.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

220. What is the main feature of Jerome Bruner's "Concept Attainment Model"?
(A) Dictating definition rules directly to students without providing visual or practical examples

(B) Identifying essential attributes of a category using positive and negative exemplars
(C) Memorizing long lists of vocabulary items through daily structured oral recitation drills
(D) Completing physical sports drills to understand complex mathematical patterns and rules

221. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated instruction requires teachers to adjust content, process, product, and learning environment based on individual student needs.
Reason (R): Students in mixed-ability classrooms differ in readiness levels, learning profiles, interests, and background knowledge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

222. In the ADDIE model of instructional design, what activity occurs during the "Implementation" phase?
(A) Conducting initial comprehensive learner needs analysis prior to instructional planning
(B) Writing specific, measurable behavioral objectives for the instructional unit
(C) Delivering the instructional program to learners in the target environment
(D) Conducting final summative post-course evaluations across all student cohorts

223. What is the primary objective of "Peer Tutoring"?
(A) Delegating administrative teacher duties and record keeping to student monitors permanently
(B) Leveraging peer interaction where one student provides academic support to another
(C) Reducing classroom teacher salaries by substituting peer tutors for regular instructional staff
(D) Grouping students by strict competitive ranking lists to facilitate individual practice

224. Consider the following statements regarding "Gagne's Nine Events of Instruction":
I. Informing learners of the objective helps set expectations and motivation.
II. Stimulating recall of prior learning bridges new information with existing cognitive schema.
III. Presenting stimulus material is the final step in Gagne's sequence.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

225. A Principal inspecting a primary class observes children using local clay models and counting beads to solve addition problems. This pedagogical approach reflects:
(A) Abstract formal direct lecture pedagogy
(B) Hands-on activity-based learning pedagogy
(C) Rote memorization recitation pedagogy
(D) Standardized exam coaching module pedagogy

226. What is the primary characteristic of "Competency-Based Education (CBE)"?
(A) Student progression depends strictly on completing 180 physical attendance days per year
(B) Student performance assessments rely exclusively on competitive norm-referenced percentile ranks
(C) Student progression is based on demonstrated mastery of explicit learning outcomes
(D) Instructional syllabi are designed without establishing explicit learning outcomes or criteria

227. In Bloom's Revised Taxonomy, which cognitive domain level involves organizing, structuralizing, or distinguishing parts of information to understand overall relationships?
(A) Remembering
(B) Understanding
(C) Applying
(D) Analyzing

228. Consider the following statements regarding "Flipped Classroom":
I. Content acquisition occurs before class via digital resources.
II. In-class time is dedicated to active learning, application, and problem solving.
III. It requires teachers to deliver continuous lectures during physical class time.

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Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

229. What is the primary purpose of an "Advance Organizer" (Ausubel)?
(A) Organizing physical furniture layout inside the classroom prior to examinations
(B) Providing a cognitive structure bridging prior knowledge with new content
(C) Scheduling annual inter-school sports fixtures and athletic events for the institution
(D) Formally documenting teacher leave schedules and staff absences well in advance

230. In the 5E Inquiry Model, during which phase do students present their explanations and teachers introduce formal definitions, concepts, and terminology?
(A) Engage
(B) Explore
(C) Explain
(D) Elaborate

231. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Action research helps teachers become reflective practitioners and improves school-level educational outcomes.
Reason (R): Action research empowers teachers to systematically investigate immediate problems in their own classrooms and implement evidence-based solutions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

232. Which teaching method is best suited for teaching ethical decision-making, moral dilemmas, and multi-perspective socio-economic issues in senior secondary classes?
(A) Direct rote memory drill method
(B) Case study and discussion method
(C) Teacher demonstration method
(D) Silent individual recitation method

233. Consider the following statements regarding "Programmed Instruction":
I. Content is presented in small, logical steps called frames.
II. Learners receive immediate feedback on their responses.
III. It enforces a uniform pace for all learners simultaneously regardless of ability.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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234. A Principal wants to introduce "Toy-Based Pedagogy" across foundational classes. What is the primary role of indigenous toys in this approach?
(A) Displaying toys as decorative artifacts in institutional museum display cabinets
(B) Facilitating play-based learning that links local culture with foundational skills
(C) Replacing certified classroom teachers with self-operating mechanical electronic toys
(D) Training primary children for future industrial toy assembly line employment tasks

235. In Bloom's Revised Taxonomy, which cognitive process involves translating, comprehending, interpreting, or summarizing information in one's own words?
(A) Remembering
(B) Understanding
(C) Applying
(D) Creating

236. What is the primary feature of "Cooperative Learning"?
(A) Students complete individual assignments in complete physical isolation without talking
(B) Students compete directly against each other to score highest on timed speed tests
(C) Students work together toward a shared goal with positive interdependence
(D) Teachers deliver direct lectures while passive students listen without participating

237. Consider the following statements regarding "Assessment OF Learning":
I. It is summative in nature and occurs at the conclusion of an instructional period.
II. It measures total learning achievement against pre-established standards for grading or certification.
III. Its main purpose is providing real-time

diagnostic feedback during teaching to modify lesson plans.

Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

238. What is the main objective of "Universal Design for Learning (UDL)" in inclusive schools?
(A) Standardizing classrooms so that all enrolled students receive identical instruction
(B) Separating special educational needs students into dedicated external institutions
(C) Creating identical standardized examination papers across all national school boards
(D) Designing flexible curricula and assessments accommodating diverse learning needs

239. In the context of teacher professional development, what is "Reflective Practice"?
(A) Mirror-reading techniques taught systematically in specialized language classes
(B) Analyzing one's teaching experiences to continuously improve effectiveness
(C) Copying teaching styles of external administrators without local classroom adaptation
(D) Recording physical student attendance numbers daily in administrative registers

240. A Principal observes a science class where the teacher introduces a real-world environmental dilemma, guides students to formulate research questions, collect local water samples, test purity, and present data-backed solutions. This is an example of:
(A) Traditional direct lecture pedagogy
(B) Inquiry and problem-based pedagogy
(C) Passive mechanical rote drilling strategy
(D) Programmed linear Skinnerian instruction

241. Consider the following statements regarding "Sports-Integrated Pedagogy":
I. It leverages physical sports and games to teach academic concepts across disciplines.
II. It promotes physical fitness alongside socio-emotional skills like team spirit and resilience.
III. It excludes students with disabilities from participating in physical education activities.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

242. In instructional design, what does the "Design" phase of the ADDIE model involve?
(A) Conducting comprehensive post-instruction summative evaluation studies on cohorts
(B) Purchasing essential computer hardware and digital audio-visual equipment
(C) Specifying learning objectives, assessment tools, and content structure
(D) Assigning classroom physical seating charts and student attendance groups

243. What is the primary characteristic of "Brainstorming" as a classroom strategy?
(A) Evaluating student answers immediately for grammatical accuracy and correctness
(B) Memorizing detailed factual lists under conditions of strict quiet classroom silence
(C) Testing mechanical mathematical computational speed under timed exam conditions
(D) Encouraging creative idea generation without early evaluation or judgment

244. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Competency-Based Education (CBE) aligns with the goals of modern educational reforms.

Reason (R): Modern educational framework advocates shifting away from rote memorization toward outcome-based, competency-focused, and experiential learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

245. In Bloom's Revised Taxonomy, which level involves judging the value of material based on specific criteria and standards?
(A) Creating
(B) Evaluating
(C) Analyzing
(D) Applying

246. What is the primary focus of "Scaffolding" in inclusive classrooms?
(A) Constructing physical school infrastructure

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and perimeter security walls
(B) Enforcing strict disciplinary penalties and sanctions for wrong student answers
(C) Providing temporary assistance that is faded as competence develops
(D) Sorting students by academic performance rankings permanently in tracking groups

247. Consider the following statements regarding "Discovery Learning":
I. Learners construct knowledge by actively exploring and discovering underlying principles.
II. It was strongly advocated by Jerome Bruner.
III. It requires teachers to deliver direct, passive lectures continuously.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

248. A Principal reviewing assessment practices in middle school encourages teachers to use "Formative Assessment" tools regularly. Which of the following is a formative assessment tool?
(A) End-of-year comprehensive annual board examination transcripts
(B) Classroom exit tickets, diagnostic quizzes, and learning logs
(C) Final term-end student percentile ranking sheets published publicly
(D) Final graduation diploma certificate evaluations conducted externally

249. In the 5E Inquiry Model, during which phase do teachers evaluate student understanding of key concepts and skills?
(A) Evaluate
(B) Engage
(C) Explore
(D) Explain

250. What is the core mechanism of "Peer Tutoring"?
(A) Students conduct daily administrative attendance checks for the school
(B) One student assists another student under teacher supervision
(C) Students grade their own official annual transcript records independently
(D) Students replace adult classroom teachers in administrative planning meetings

251. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Project-Based Learning (PBL) fosters deep learning, critical thinking, and real-world skills among secondary school students.
Reason (R): PBL engages students in sustained, collaborative inquiry to solve authentic challenges, culminating in tangible public artifacts or presentations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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252. Consider the following statements regarding the implementation of Competency-Based Assessment:
I. It uses criteria-referenced rubrics aligned with specific learning outcomes.
II. It provides multiple opportunities for students to demonstrate mastery.
III. It relies on norm-referenced bell-curve grading to fail a fixed percentage of students.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

253. Consider the following components of instructional design:
I. Identifying learning outcomes
II. Developing assessment tools
III. Planning learning experiences and instruction
IV. Evaluating instructional effectiveness
Which sequence represents the standard "Backward Design" approach?
(A) I, II, III, IV
(B) III, I, II, IV
(C) II, I, III, IV
(D) I, III, II, IV

254. A secondary school teacher presents a complex real-world ethical problem concerning environmental industrial pollution near a local river. Students are divided into stakeholder groups (factory owners, local residents, environmental activists, government officers) to research perspectives, hold a formal mock hearing, and draft a consensus policy.

Which combination of teaching methods is being integrated in this scenario?
(A) Direct Lecture, Programmed Instruction, and Drill Method
(B) Case Study, Role Play, and Problem-Based Learning
(C) Demonstration, Rote Recitation, and Speed Testing
(D) Dictation, Individual Reading, and Standardized Testing

255. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Micro-teaching is an effective feedback-based teacher training technique for mastering discrete teaching skills.
Reason (R): Micro-teaching simplifies classroom complexity by scaling down class size, lesson duration, and skill focus, allowing immediate feedback and re-teaching.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

256. Consider the following statements regarding "Collaborative Learning":
I. It involves students working together to construct knowledge and solve problems jointly.
II. It emphasizes social construction of knowledge, dialogue, and shared responsibility.
III. It relies on a strict, rigid division of labor where students work completely independently on isolated sub-tasks without interaction.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

257. Consider the following instructional actions:
I. Presenting an engaging hook or anomaly
II. Allowing students to manipulate hands-on materials to collect data
III. Guiding students to construct formal definitions based on data
IV. Asking students to apply concepts to a new scenario
These instructional steps map directly onto which sequence of the 5E Inquiry Model?
(A) Engage, Explore, Explain, Elaborate
(B) Explore, Engage, Explain, Evaluate
(C) Engage, Explain, Explore, Elaborate
(D) Explain, Explore, Engage, Evaluate

258. During a school supervision visit, a Principal finds a middle school Mathematics teacher using indigenous board games, physical counting beads, and spatial puzzle toys to teach fractions and geometry.
This classroom situation is a direct application of:
(A) Abstract formal direct lecture pedagogy
(B) Toy-based pedagogy
(C) Programmed Skinnerian drill practice pedagogy
(D) Standardized exam coaching module strategy

259. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Flipped classroom models increase active learning and higher-order cognitive engagement during in-person school hours.
Reason (R): Flipped classrooms shift lower-order cognitive tasks (such as listening to foundational lectures) to pre-class direct digital content exposure at home.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

260. Consider the following statements regarding "Diagnostic Assessment":
I. It is conducted before or during instruction to identify specific learning gaps.
II. It helps teachers design targeted remedial instruction.
III. Its primary purpose is assigning official end-of-year grades for transcripts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

261. Consider the following characteristics of pedagogical approaches:
I. Emphasis on experiential, play-based, and

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activity-based learning
II. Integration of art, sports, and ICT across subjects
III. Shift from summative exam-centric grading to continuous competency-based evaluation
IV. Rigid separation between academic, co-curricular, and vocational streams

Which of the above features align with modern pedagogical vision?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

262. In a middle school, a science teacher notices that several students have persistent misconceptions regarding the cause of day and night (believing the sun moves around a flat earth). The teacher conducts a diagnostic test, designs a hands-on globe-and-lamp simulation activity, and re-evaluates student understanding.
This teacher-initiated systematic improvement process is a classic example of:
(A) Pure academic theoretical research study
(B) Action research in classroom practice
(C) Standardized board examination audit process
(D) Formal administrative disciplinary proceeding

263. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Universal Design for Learning (UDL) creates inclusive learning environments that cater to diverse student abilities and learning preferences.
Reason (R): UDL provides multiple means of engagement, representation, and action/expression, proactively removing barriers to learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

264. Consider the following statements regarding "Bloom's Revised Taxonomy":
I. It categorizes cognitive skills into six levels: Remember, Understand, Apply, Analyze, Evaluate, and Create.
II. The levels represent a hierarchy of cognitive complexity from lower-order to higher-order skills.
III. Synthesizing and Creating are placed at the absolute lowest baseline level of cognitive skills.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

265. Consider the following features of instructional models:
I. Linear step-by-step presentation of micro-content frames
II. Immediate feedback and self-pacing
III. High teacher-led verbal group debate
IV. Active student response required at every frame

Which of the above are essential features of Skinnerian Programmed Instruction?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

266. A Principal observing a social science class finds students working in heterogeneous groups of four. Each group member receives a unique portion of a historical text, learns their assigned section, meets with "experts" from other groups studying the same section, and returns to teach their original group members.
This cooperative learning strategy is known as:
(A) Brainstorming Strategy
(B) Reciprocal Dictation
(C) Jigsaw Strategy
(D) Individual Speed Drill

267. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Outcome-Based Education (OBE) requires explicit alignment between learning outcomes, pedagogical strategies, and assessment tools.
Reason (R): In OBE, instructional decisions are backward-designed to ensure every student demonstrates predefined competencies and learning outcomes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A

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(C) A is true but R is false
(D) A is false but R is true

268. Consider the following statements regarding "Art-Integrated Learning (AIL)":
I. It makes learning experiential, joyful, and multi-sensory.
II. It promotes interdisciplinary linkages between subjects and creative expression.
III. It is intended solely for students enrolled in formal fine arts vocational diploma programs.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

269. Consider the following sequence of steps in Kolb's Experiential Learning Cycle:
I. Concrete Experience
II. Reflective Observation
III. Abstract Conceptualization
IV. Active Experimentation
A teacher starts a physics unit by having students fly paper airplanes (Step 1), reflect on why some flew further (Step 2), derive principles of aerodynamics (Step 3), and redesign airplanes to test modified wings (Step 4).
This practical application demonstrates full implementation of:
(A) Skinner's Operant Conditioning Drill
(B) Direct Transmission Lecture Model
(C) Kolb's Experiential Learning Cycle
(D) Standardized Multiple Choice Testing

270. A primary school Principal reviews lesson plans to ensure compliance with recommendations for Foundational Literacy and Numeracy (FLN). Which pedagogical element is essential in these lesson plans?
(A) Exclusive reliance on formal paper-and-pencil timed drill tests during class
(B) Rigid separation of academic subjects into isolated hour-long lecture blocks
(C) Heavy reliance on commercial coaching workbooks and continuous homework copy work
(D) Play-based, toy-integrated, and story-telling approaches fostering skills

271. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated assessment ensures equity in inclusive classrooms with diverse student populations.
Reason (R): Differentiated assessment provides flexible options for students to demonstrate mastery of core learning standards through varied products and formats.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

272. Consider the following statements regarding "Peer Tutoring":
I. Tutees receive individual support in a low-anxiety, supportive learning environment.
II. Tutors consolidate and deepen their own understanding by explaining concepts to peers.
III. Peer tutoring is effective only when tutors are adult certified teachers.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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273. Consider the following components of the TPACK framework:
I. Content Knowledge (CK)
II. Pedagogical Knowledge (PK)
III. Technological Knowledge (TK)
IV. Administrative Knowledge (AK)
Which combination constitutes the core intersecting domains of the TPACK model?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

274. In a senior secondary biology class, the teacher uses dynamic digital 3D models of human organ systems, allows students to virtually dissect tissue samples, and asks them to investigate genetic disorder case studies in collaborative pairs.
This teaching strategy demonstrates effective integration of:
(A) Traditional direct classroom lecture pedagogy
(B) ICT-integrated and inquiry-based pedagogy
(C) Rote memorization recitation practice

pedagogy
(D) Programmed linear Skinnerian drill pedagogy

275. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Formative assessment is an integral part of the continuous teaching-learning process.
Reason (R): Formative assessment provides immediate diagnostic information that enables teachers to adapt instructional strategies to meet student learning needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

276. Consider the following statements regarding "Inquiry-Based Learning":
I. It begins with curiosity, questions, or problem scenarios rather than direct presentation of facts.
II. Students gather data, conduct investigations, and analyze evidence to build understanding.
III. The teacher functions as the sole authoritative provider of facts and answers.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

277. Consider the following steps in conducting an Action Research project:
I. Identifying and defining the classroom problem
II. Formulating an action hypothesis and planning intervention
III. Implementing intervention and gathering observational data
IV. Reflecting on data, drawing conclusions, and modifying practice
What is the logical order of executing these action research phases?
(A) I, II, III, IV
(B) II, I, III, IV
(C) III, I, II, IV
(D) I, III, II, IV

278. A Principal evaluating school assessment practices notices that teachers use detailed scoring rubrics with explicit criteria and descriptive performance indicators for evaluating student project presentations.
This practice primarily enhances which quality of classroom assessment?
(A) Assessment objectivity and reliability
(B) Speed of subjective guesswork evaluation grading
(C) Total quantity count of examination question papers produced
(D) Percentage of enrolled students failing the academic session

279. Consider the following statements regarding "Problem-Based Learning (PBL)":
I. Problems are authentic, complex, and open-ended (ill-structured).
II. Learners drive the learning process through self-directed inquiry and group collaboration.
III. Problems have a single, pre-scripted answer that must be memorized.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

280. Which pedagogical method places students in the role of dynamic decision-makers within an operational model representing real-world systems (such as a simulated stock market or ecosystem model)?
(A) Direct Lecture Method
(B) Simulation Method
(C) Dictation Method
(D) Rote Recitation Method

281. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Competency-based education fosters deep conceptual understanding and practical application skills in learners.
Reason (R): CBE emphasizes mastery of explicitly defined learning outcomes rather than superficial coverage of syllabus content within fixed timeframes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

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(D) A is false but R is true

282. Consider the following statements regarding "Heuristic Method":
I. It was propounded by H.E. Armstrong.
II. It encourages independent discovery and training in scientific attitude.
III. It requires teachers to deliver direct, passive lectures continuously.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

283. Consider the following micro-teaching skills:
I. Skill of Set Induction
II. Skill of Probing Questions
III. Skill of Stimulus Variation
IV. Skill of Reinforcement
A student teacher effectively uses varied movement, intentional vocal pauses, visual aids, and positive encouragement cues during a mini-lesson. Which micro-skills are being actively demonstrated?
(A) III and IV only
(B) I and II only
(C) I and III only
(D) I, II, III and IV

284. A secondary school Principal conducts a workshop on "Assessment AS Learning". Which student activity best exemplifies this assessment approach?
(A) Students sit for official end-of-term standardized multiple-choice board examinations
(B) Students use self-assessment checklists and journals to reflect on learning
(C) Teachers grade student answer scripts during isolated administrative departmental meetings
(D) External inspectors rank student academic performance using percentile curves

285. Consider the following statements regarding "Sports-Integrated Pedagogy":
I. It uses physical education and sports activities as pedagogical tools to teach academic concepts.
II. It fosters holistic physical, cognitive, and socio-emotional development.
III. It is restricted exclusively to physical education periods and cannot be integrated into academic subjects.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

286. What is the primary characteristic of Bruner's "Iconic Stage" of cognitive representation?
(A) Knowledge is represented purely through physical motor actions and manipulation
(B) Knowledge is represented through visual imagery, spatial models, and diagrams
(C) Knowledge is represented through abstract symbols and formal mathematical logic
(D) Knowledge is represented through mechanical rote memorization without visual context

287. Consider the following statements regarding "Universal Design for Learning (UDL)":
I. UDL caters to diverse learning needs by providing multiple means of representation, expression, and engagement.
II. UDL is applied exclusively to specialized residential schools for children with severe disabilities.
III. UDL proactively removes learning barriers in curriculum design to benefit all students.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

288. A Principal observes a middle school English lesson where the teacher poses an open-ended debate question on technology's impact on society, facilitates structured student arguments, summarizes key points, and asks students to evaluate opposing viewpoints.
Which teaching method is primarily reflected in this session?
(A) Direct theoretical lecture method
(B) Programmed Skinnerian drill method
(C) Structured discussion method
(D) Teacher oral dictation method

289. In Bloom's Revised Taxonomy, what is the key difference between "Analyzing" and "Evaluating"?
(A) Analyzing applies to mathematics only, whereas Evaluating applies to creative arts only
(B) Analyzing breaks information into parts,

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while Evaluating judges based on criteria
(C) Analyzing represents the lowest cognitive level, whereas Evaluating is the highest level
(D) Analyzing requires basic rote recall, whereas Evaluating requires physical sports skills

290. Consider the following statements regarding "Continuous and Comprehensive Evaluation (CCE)":
I. Continuous refers to ongoing assessment integrated with instruction throughout the academic year.
II. Comprehensive refers to covering both scholastic and co-scholastic domains of student development.
III. CCE relies exclusively on single end-of-year written examinations.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

291. Consider the following features of instructional design:
I. Analyzing learner characteristics and needs
II. Designing measurable learning objectives
III. Developing instructional materials
IV. Evaluating learner outcomes
Which standard instructional model encompasses these steps under the ADDIE framework?
(A) ADDIE Model
(B) SAMR Model
(C) TPACK Model
(D) 5E Model

292. A Principal wants to encourage teachers to use "Authentic Assessment". Which assessment task is an example of authentic assessment?
(A) Answering fill-in-the-blank factual recall questions from summary notes
(B) Copying definitions of water harvesting directly from the blackboard into notebooks
(C) Designing a functional rainwater harvesting plan for the school building
(D) Completing a timed speed matching test connecting technical terms to definitions

293. Consider the following statements regarding "Project-Based Learning":
I. Projects are organized around a driving, real-world challenge or question.
II. Students engage in sustained, multi-step inquiry over an extended period.
III. Projects are designed solely for individual silent work without collaboration.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

294. What is the primary characteristic of "Branching Programmed Instruction" developed by Norman Crowder?
(A) Requiring all learners to follow a rigid linear path of identical frames regardless of answers
(B) Eliminating written material completely and relying entirely on physical exercise routines
(C) Offering alternative pathways and remedial frames based on specific errors
(D) Using instructional content exclusively for primary school physical education classes

295. Consider the following elements of classroom management:
I. Establishing clear rules and procedures early
II. Maintaining momentum and smooth lesson transitions
III. Demonstrating "Withitness" and overlapping awareness
IV. Using reactive harsh punishments as primary control
Which of the above elements are associated with Jacob Kounin's effective classroom management principles?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

296. A senior teacher uses concept maps at the beginning of every new topic to show visual connections between previous knowledge and upcoming concepts. According to Ausubel, this functions as a/an:
(A) Operant Response
(B) Advance Organizer
(C) Summative Rubric
(D) Diagnostic Penalty

297. Consider the following statements regarding "Flipped Classroom":
I. Direct instruction moves from the group learning space to the individual learning space.
II. The physical classroom is transformed into a dynamic, interactive learning environment.

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III. Students spend physical class hours copying theoretical lecture slides silently.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

298. In Bloom's Revised Taxonomy, which cognitive domain level involves using information in new situations, executing procedures, or applying rules to solve real-world problems?

(A) Remembering
(B) Understanding
(C) Applying
(D) Analyzing

299. Consider the following statements regarding "Toy-Based Pedagogy":

I. It makes foundational and primary learning joyful and culturally connected.
II. It fosters psychomotor, cognitive, and socio-emotional development through play.
III. It mandates expensive imported digital electronic toys in every classroom.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

300. A Principal evaluating the implementation of Competency-Based Education (CBE) in senior classes should look for which key indicator?

(A) Alignment between learning outcomes, active learning, and criterion assessments
(B) Strict adherence to continuous teacher lecturing with fixed syllabus coverage schedules
(C) Exclusive reliance on single end-of-year norm-referenced examination mark averages
(D) Enforcing uniform instructional pacing across all students regardless of individual mastery

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ANSWERS

1. (A) The degree of learner autonomy and control over the knowledge construction process
Teacher-centric and learner-centric instruction differ fundamentally based on how autonomy and authority are distributed within the classroom. Learner-centric methods empower students to manage, direct, and construct their own knowledge actively. Conversely, teacher-centric methods position the instructor as the primary provider of information, thereby strictly limiting student independence, individual decision-making, and self-guided conceptual exploration.

2. (C) Ineffectiveness in developing higher-order cognitive skills and affective domain learning
Pure lecture methods emphasize direct information transmission, which effectively covers surface factual content but fails to actively engage students. Because learners remain passive recipients without opportunities for dialogue, analysis, or practical problem solving, lectures cannot effectively promote higher-order cognitive processing such as synthesis and evaluation, nor do they cultivate emotional engagement and domain learning.

3. (A) Neutral facilitator who guides the flow, summarizes key points, and ensures equal opportunities to speak
In a structured classroom discussion, democratic participation requires the instructor to function as an equitable mediator rather than an authoritative director. By maintaining neutrality, guiding conversation flow, synthesizing emergent arguments, and regulating turn-taking, the teacher fosters an inclusive environment where learners feel empowered to articulate diverse viewpoints, critically analyze concepts, and collaboratively build understanding.

4. (D) Establishing the specific purpose and stating explicit observation criteria for the students
Prior to performing a laboratory demonstration, setting explicit observational goals and defining the core objective is necessary to focus student attention. Without clear guidance regarding what phenomena to look for and evaluate, learners risk observing passively without cognitive engagement. Establishing criteria beforehand aligns student observation with target learning outcomes and supports conceptual understanding.

5. (B) To expose underlying contradictions in the learner's assumptions and lead them to self-discovered truth
The Socratic method utilizes disciplined, probing questions to challenge unexamined beliefs and reveal internal logical inconsistencies in a learner's thinking. Rather than supplying direct answers, the instructor guides students through a continuous dialectical process, encouraging critical reflection, intellectual rigorous analysis, and active discovery of fundamental conceptual truths through self-correction and reasoning.

6. (C) Humanizing historical events and fostering empathy and contextual understanding
Storytelling integrates narrative structures into social science instruction to transform abstract historical facts into meaningful human experiences. By contextualizing historical events through relatable characters and motives, this approach fosters historical empathy, deepens emotional engagement, and helps young learners analyze complex social realities within their broader cultural, moral, and temporal frameworks effectively.

7. (D) A whole-hearted purposeful activity proceeding in a natural setting
According to William Heard Kilpatrick, a pedagogical project is defined as a whole-hearted, goal-directed activity carried out in a realistic context. Grounded in pragmatic educational philosophy, project learning emphasizes genuine learner motivation, authentic real-world problem solving, active social collaboration, and meaningful experiential engagement beyond traditional rote classroom exercises and isolated theoretical tasks.

8. (A) III, II, I, IV, V
Kilpatrick's project method follows a systematic chronological sequence designed to foster purposeful learner autonomy. The process begins with purposing, where students define goals, followed by detailed planning of tasks. Next

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comes executing, where the plan is actively carried out. After completion, evaluating assesses the project outcome against objectives, and recording documents the experience.

9. (B) An ill-structured, real-world authentic problem with multiple plausible solutions
Problem-Based Learning relies on authentic, ill-structured problems that mirror real-world complexities and lack a single predetermined solution. These open-ended scenarios challenge learners to identify knowledge gaps, formulate research strategies, collaborate with peers, and apply critical reasoning, thereby driving self-directed inquiry and promoting transferable problem-solving competencies applicable across diverse real-life situations.

10. (B) Project-based learning focuses on generating an end product, whereas problem-based learning focuses on the problem-solving process
While both frameworks stem from constructivist theory, they differ in structural emphasis. Project-based learning requires students to design, develop, and present a tangible final artifact, outcome, or model over an extended timeframe. In contrast, problem-based learning centers fundamentally on analyzing, investigating, and resolving an open-ended scenario, placing primary pedagogical value on process.

11. (A) Both A and R are true and R is the correct explanation of A
Activity-Based Learning significantly improves knowledge retention and conceptual clarity because active physical engagement stimulates sensory processing. Engaging multiple sensory pathways simultaneously helps young learners organize, connect, and refine mental schemas. Consequently, direct hands-on interaction directly causes deeper cognitive encoding, reducing reliance on rote memory while reinforcing meaningful long-term conceptual retention.

12. (A) I, II, III, IV
David Kolb's Experiential Learning Model structures learning into a continuous four-stage cycle. Learners first engage in a Concrete Experience, followed by Reflective Observation to analyze what occurred. They then generalize findings into Abstract Conceptualization, forming theoretical principles. Finally, during Active Experimentation, learners apply these abstract concepts to new situations, restarting the cycle.

13. (D) Positive interdependence among group members
Roger and David Johnson identified positive interdependence as the defining hallmark of cooperative learning. This structure ensures that individual success is linked directly to group achievement, meaning team members must collaborate, support one another, and share responsibility. Without positive interdependence, group work degenerates into isolated effort rather than true collective problem solving.

14. (C) Cooperative learning involves division of labor for a task, whereas collaborative learning involves mutual engagement in shared problem-solving
Cooperative learning relies on structured division of labor where group members complete assigned sub-tasks under explicit teacher guidance to achieve a final goal. In contrast, collaborative learning involves continuous, mutual engagement where participants negotiate meaning, co-construct knowledge, and solve problems together without rigid task partitioning, reflecting a more fluid, student-driven constructivist learning environment.

15. (A) I and II only
Peer tutoring includes cross-age models where older students assist younger learners and same-age models pairing peers of similar age groups. Contrary to the misconception that only tutees benefit, research confirms tutors gain substantial cognitive and affective advantages by reorganizing, explaining, and reinforcing subject matter, which deepens their own conceptual understanding and self-efficacy.

16. (D) Students alternate on a scheduled basis between online and offline learning modalities
The Rotation Model of blended learning structures instruction so that students systematically alternate between online digital activities and traditional offline, face-to-face classroom interactions according to a fixed schedule. This hybrid approach combines self-paced digital content access with direct teacher guidance, peer collaboration, and small-group instruction, optimizing instructional time and catering to diverse needs.

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17. (A) Foundational content is studied online before class, while interactive group activities occur in person during class
The flipped classroom model reorganizes educational delivery by shifting direct, foundational instruction to pre-class digital media study at home. Consequently, in-person classroom hours are freed from passive lecturing, allowing teachers to guide collaborative problem-solving, facilitate analytical discussions, address specific misconceptions, and scaffold higher-order cognitive application activities during face-to-face contact time.

18. (A) II, I, IV, III, V
The 5E Inquiry-Based Model follows a structured pedagogical progression: Engage captures learner interest; Explore allows hands-on investigation; Explain enables students and teachers to define concepts; Elaborate expands understanding to novel contexts; and Evaluate assesses conceptual mastery. This sequence ensures active knowledge construction through guided inquiry and systematic reflection.

19. (C) Learners construct knowledge by discovering concepts and relationships through active problem-solving
Jerome Bruner's concept of Discovery Learning is rooted in constructivist philosophy, holding that individuals learn most effectively when actively investigating environments, analyzing patterns, and solving problems independently. Rather than passively absorbing pre-packaged facts from instructors, learners internalize concepts and principles by organizing observations, forming hypotheses, and discovering key underlying relationships autonomously.

20. (B) Two or more teachers collaboratively plan, deliver, and evaluate instruction for the same group of students
Team teaching is an instructional arrangement where two or more educators share collective responsibility for a common group of learners. They jointly plan curriculum units, deliver synchronized or specialized lessons, and evaluate student outcomes. This collaborative approach leverages diverse teacher expertise, optimizes classroom management, and allows flexible small-group instruction tailored to varied needs.

21. (C) Development of analytical thinking and contextual problem-solving skills
The case study method immerses learners in realistic, complex scenarios that reflect actual operational dilemmas. By evaluating authentic data, identifying underlying factors, and debating potential solutions, students move beyond memorization. This strategy directly cultivates analytical reasoning, critical decision-making, and contextual problem-solving skills necessary for addressing non-routine, real-world challenges effectively.

22. (A) I, II and III only
Role play and simulation are active learning strategies applicable across disciplines, including humanities and social sciences. Role play involves acting out human perspectives in social contexts, while simulation constructs operational models of complex systems. Both methods deepen conceptual grasp, enhance perspective-taking, and foster affective engagement by allowing learners to experience decision-making firsthand.

23. (C) Deferred judgment—all ideas are welcomed without immediate critique or evaluation
Deferred judgment is the fundamental rule during the initial phase of brainstorming. By explicitly separating idea generation from evaluation, facilitators prevent anxiety and self-censorship among participants. Welcoming all contributions without immediate criticism fosters psychological safety, stimulates divergent creative thinking, and maximizes the total quantity and diversity of innovative ideas produced by participants.

24. (A) Provide direct concrete experiences bridging classroom theory with real-world contexts
Field trips serve as valuable experiential learning tools by connecting abstract classroom concepts to tangible real-world environments. Direct observation and interaction with physical sites, cultural contexts, or industrial processes allow students to contextualize theoretical knowledge, deepen cognitive understanding, stimulate intrinsic interest, and cultivate authentic observation skills that traditional textbooks cannot adequately provide.

25. (D) Discoverer or investigator
The Heuristic Method, formulated by H.E. Armstrong, positions the student as an independent researcher and discoverer. Rather than receiving ready-made knowledge from

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instructors, learners are presented with problems and encouraged to formulate hypotheses, conduct investigations, analyze empirical evidence, and derive conclusions autonomously, thereby instilling scientific attitudes and critical inquiry skills.

26. (C) Operant conditioning with small steps and immediate feedback
Skinner's Programmed Instruction is anchored in operant conditioning principles. Learning material is broken down into small, logical frames presented sequentially. Learners actively respond at each step and receive immediate feedback, reinforcing correct responses. This structured, self-paced mechanism shapes behavior incrementally, minimizes learning errors, and strengthens retention through systematic positive reinforcement.

27. (A) Content, Process, Product, and Learning Environment
Differentiated instruction requires teachers to adapt four core elements to address diverse student needs: content (what is taught), process (how concepts are learned), product (how understanding is demonstrated), and learning environment (classroom climate and physical setup). Tailoring these dimensions ensures equitable access, accommodates varying readiness levels, and optimizes engagement for all learners.

28. (C) Designing an original prototype model for a low-cost solar water purifier
Under Bloom's Revised Taxonomy, the highest cognitive level—Creating—requires synthesizing diverse elements into a novel, functional whole. Designing an original prototype model demands applying theoretical principles, inventing solutions, and assembling components creatively. This active design task directly engages higher-order cognitive processing far beyond passive recall, comprehension, or routine execution of established procedures.

29. (B) Integrates diverse art forms into academic subjects to make learning holistic and joyful
Art-Integrated Learning (AIL) is a pedagogical framework mandated by NEP 2020 that embeds visual and performing arts into academic instruction across subjects. By utilizing creative expression as a pathway for exploring core concepts, AIL makes learning experiential, culturally contextualized, holistic, and joyful, fostering deeper conceptual understanding and cross-disciplinary cognitive connections.

30. (B) Experiential and play-based learning using indigenous toys and games across stages
Toy-Based Pedagogy leverages local, indigenous toys and games to facilitate experiential, play-based learning across educational stages. By integrating physical play objects into lessons, educators bridge cultural heritage with core curriculum concepts, enhancing spatial awareness, problem-solving, fine motor skills, and socio-emotional development in a natural, engaging, and joyful classroom environment.

31. (A) Both A and R are true and R is the correct explanation of A
The lecture method is generally ineffective for fostering scientific attitudes because it positions learners as passive recipients of theoretical information. Fostering inquiry and critical thinking requires active manipulation, hypothesis testing, and empirical observation. Because direct lecturing prioritizes rapid content transmission over student inquiry, it fails to develop practical scientific skills and analytical reasoning.

32. (B) Information Processing Models
Suchman's Inquiry Training Model and Bruner's Concept Attainment Model belong to the Information Processing family of teaching models. These models focus on how individuals acquire, organize, process, and evaluate data. They aim to strengthen cognitive abilities, logical reasoning, and conceptual mastery by guiding learners through structured inquiry, hypothesis generation, and categorizing strategies.

33. (A) Remember, Understand, Apply, Analyze, Evaluate, Create
Bloom's Revised Taxonomy structures cognitive processes hierarchically from lowest to highest complexity: Remembering (retrieving facts), Understanding (comprehending meaning), Applying (using knowledge), Analyzing (breaking content into parts), Evaluating (making judgments based on criteria), and Creating (synthesizing elements into original products). This sequence reflects increasing levels of cognitive demand and complexity.

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34. (D) Gaining attention
In Robert Gagne's Nine Events of Instruction, gaining attention is the mandatory initial step. Before presenting learning objectives or new instructional material, educators must capture student focus using stimuli, thought-provoking questions, or novel scenarios. Securing mental engagement ensures that learners are cognitively receptive to processing subsequent instructional events effectively.

35. (C) Cooperative Learning
Small heterogeneous grouping combined with assigned interdependent roles exemplifies cooperative learning. By distributing specific responsibilities such as recording, reporting, or checking among group members, the teacher establishes positive interdependence and individual accountability. This structured collaborative arrangement ensures active participation, shared group success, and mutual learning support among students of varying ability levels.

36. (D) Skill of Variation
The Skill of Stimulus Variation involves deliberately altering teacher behavior to sustain student attention and enthusiasm throughout a lesson. Modulating voice pitch, changing physical posture, making expressive gestures, utilizing purposeful pauses, and varying interaction modes prevent monotony, maintain cognitive alertness, and enhance overall learner engagement during classroom instruction.

37. (A) I, II, III, IV, V, VI
The micro-teaching cycle follows a systematic six-stage sequence: initial planning of a micro-lesson, teaching the lesson, receiving immediate feedback, re-planning based on suggestions, re-teaching the modified lesson, and receiving re-feedback. This reflective loop enables student teachers to master discrete teaching skills through continuous practice, feedback, and systematic instructional refinement.

38. (B) Project-Based Learning
Project-Based Learning is defined by centered inquiry around complex, open-ended challenges where students work collaboratively over an extended timeframe. The process integrates cross-disciplinary knowledge, self-directed research, and problem solving, culminating in a public presentation, performance, or tangible product that demonstrates authentic mastery of learning outcomes to a wider audience.

39. (B) Providing flexible options for students to demonstrate mastery of learning outcomes
In an inclusive classroom, differentiated assessment accommodates diverse learner needs by offering multiple, flexible formats for demonstrating competence without lowering core academic standards. Rather than relying solely on traditional timed written tests, teachers provide alternative evaluation modes, such as oral presentations, visual projects, or practical demonstrations, ensuring equitable assessment access.

40. (D) Multiple Means of High-Stakes Testing
Universal Design for Learning (UDL) is built upon three foundational principles: providing multiple means of engagement (motivating learners), representation (presenting content in varied formats), and action and expression (offering diverse ways to demonstrate knowledge). High-stakes testing is not a UDL principle; UDL explicitly promotes flexible, ongoing formative assessments.

41. (A) Enactive and Iconic modes to Symbolic mode
According to Jerome Bruner's theory of cognitive growth, learners represent knowledge through three modes: enactive (action-based), iconic (image-based), and symbolic (language/code-based). Progressing from physical manipulative tiles and visual grids to abstract algebraic equations demonstrates a developmental transition from concrete enactive and visual iconic representations toward abstract symbolic cognition.

42. (D) Applying, Analyzing, and Creating
The flipped classroom model shifts lower-order cognitive tasks, such as acquiring basic factual knowledge, to independent pre-class digital study. Consequently, in-class face-to-face time is dedicated exclusively to higher-order cognitive operations under Bloom's Taxonomy, specifically applying concepts, analyzing complex scenarios, evaluating solutions, and creating original projects through teacher-guided collaboration.

43. (A) I, II and IV only
The Heuristic Method, created by H.E. Armstrong, emphasizes learning through

independent discovery, empirical inquiry, and problem solving in science and mathematics. In this approach, the teacher acts as a facilitator rather than an authoritative source of answers, encouraging students to develop critical thinking, self-reliance, and scientific reasoning skills autonomously.

44. (B) Generating diagnostic feedback to adjust instruction and improve learning in progress
Assessment FOR Learning, or formative assessment, is embedded continuously within the instructional process. Its primary focus is identifying student learning needs, diagnosing misconceptions, and providing actionable feedback. This enables teachers to adapt instructional strategies dynamically and empowers students to adjust their learning behaviors while instruction is actively ongoing.

45. (C) Solving local classroom problems to improve practices
Action research conducted by educators focuses on addressing immediate, localized challenges within their specific classroom or school environment. Unlike basic research aiming for broad theoretical generalizations, action research seeks practical, actionable solutions to enhance teaching strategies, resolve specific learning difficulties, and continuously refine institutional practice through reflective inquiry.

46. (A) I, II, III, IV
The standard Action Research cycle follows a continuous four-stage reflective loop: Plan (identifying problems and designing intervention), Act (implementing the planned strategy), Observe (collecting empirical data on execution), and Reflect (analyzing outcomes to refine future practice). This sequential process empowers practitioners to improve instruction systematically.

47. (A) Both A and R are true and R is the correct explanation of A
Competency-Based Education shifts focus from standard seat-time to demonstrated mastery of explicit learning outcomes. Because learning goals are defined as measurable competencies that students master at their own pace, instruction and assessment prioritize functional understanding and skill execution over passive, superficial coverage of traditional static course syllabi.

48. (B) Technological Pedagogical Content Knowledge
TPACK stands for Technological Pedagogical Content Knowledge. It is an instructional framework describing the essential knowledge domains teachers require to integrate technology effectively into classroom practice. TPACK highlights the complex interplay between content knowledge (what is taught), pedagogical knowledge (how it is taught), and technological knowledge (tools used).

49. (B) SAMR Model
The SAMR model, developed by Ruben Puentedura, categorizes technology integration in instruction into four distinct levels: Substitution (direct tool replacement), Augmentation (functional improvement), Modification (significant task redesign), and Redefinition (creation of novel tasks previously inconceivable). It helps educators reflect on technology's transformative impact on learning.

50. (A) 5+3+3+4
NEP 2020 replaces the legacy 10+2 system with a 5+3+3+4 pedagogical structure corresponding to developmental stages: Foundational Stage (5 years, ages 3-8), Preparatory Stage (3 years, ages 8-11), Middle Stage (3 years, ages 11-14), and Secondary Stage (4 years, ages 14-18), aligning education with cognitive milestones.

51. (B) Ages 8 to 11
In the 5+3+3+4 structure of NEP 2020, the Preparatory Stage spans 3 years covering Classes 3 to 5 for children aged 8 to 11. This stage transitions learners from play-based foundations into interactive, activity-based classroom learning, focusing on language development, numeracy, and discovery-based learning.

52. (A) Advance Organizer
According to David Ausubel's Meaningful Verbal Learning theory, a concept map presented prior to instruction functions as an Advance Organizer. It provides an overarching cognitive framework that links new academic content to learners' pre-existing mental schemas, facilitating meaningful learning and preventing reliance on isolated rote memorization.

53. (A) I and II only
Experiential Learning Theory, synthesized by David Kolb based on works by Dewey, Piaget,

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and Lewin, posits that knowledge is generated through transforming direct experience. Reflection is a vital component of this theory; learning requires active reflection on concrete experiences to formulate abstract concepts rather than purely mechanical physical activity.

54. (C) Communicate awareness of everything happening in the classroom at all times
In Jacob Kounin's classroom management theory, "Withitness" describes a teacher's ability to communicate ongoing awareness of all student actions and interactions across the physical classroom space. Demonstrating withitness enables teachers to spot off-task behavior immediately, intervene before disruptions escalate, and maintain continuous instructional momentum.

55. (C) Skill of Probing Questions
The Skill of Probing Questions involves asking targeted follow-up questions when a student provides an incomplete or vague initial response. Techniques such as seeking clarification, prompting, and asking for justification guide the learner to think deeper, clarify assumptions, elaborate on concepts, and construct more comprehensive and accurate understanding.

56. (A) Learners follow identical small-step frames with immediate confirmation of responses
Linear Programmed Instruction, propounded by B.F. Skinner, presents learning material in small, sequential frames through which all learners progress along a single fixed path. Immediate confirmation of correct responses provides operant reinforcement, enabling self-paced progression while maintaining low error rates through structured, incremental learning steps.

57. (D) It offers alternative pathways and remedial frames based on specific learner errors
Branching Programmed Instruction, developed by Norman Crowder, differs from linear models by providing flexible pathways based on learner responses. When a student chooses an incorrect option, the program redirects them to remedial frames explaining the underlying misconception before returning to the main instructional sequence, thereby offering personalized learning paths.

58. (A) I and II only
The Case Study method provides deep, contextual analysis of real-life scenarios, fostering analytical thinking, decision-making, and ethical reasoning. It is highly versatile and widely applied across secondary, higher education, and professional stages, making the claim that it is useful only in primary education factually incorrect.

59. (C) Identifying specific learning gaps and misconceptions prior to or during instruction
The primary purpose of Diagnostic Assessment is to identify specific learning difficulties, persistent misconceptions, and prerequisite skill deficits prior to or during instruction. By pinpointing precise learning gaps, diagnostic evaluation enables teachers to design targeted remedial interventions and adapt lesson plans to address individual student needs effectively.

60. (D) Integrating physical fitness and games to teach academic concepts and foster life skills
Sports-Integrated Pedagogy, recommended in NEP 2020, uses physical activity, fitness routines, and sports games as pedagogical tools to teach subject content. This approach builds cognitive understanding, spatial awareness, and health consciousness while fostering crucial life skills such as teamwork, leadership, discipline, resilience, and emotional regulation.

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61. (A) Both A and R are true and R is the correct explanation of A
In a flipped classroom, classroom time is maximized for higher-order cognitive tasks like collaborative problem solving and application. This is directly possible because foundational, lower-order tasks—such as acquiring basic factual knowledge through direct lectures—are completed beforehand at home through self-paced digital media, optimizing in-person teacher-guided interaction.

62. (C) Learning occurs within the Zone of Proximal Development through social interaction and scaffolding
Lev Vygotsky's Socio-Cultural Theory asserts that cognitive development is inherently social and cultural. Learning occurs primarily within the Zone of Proximal Development—the distance between what a learner can achieve independently and with assistance. Through collaborative dialogue and scaffolded support

from knowledgeable peers or adults, learners internalize complex higher mental functions.

63. (A) Students become experts on subtopics, teach peers, and combine knowledge to complete tasks
The Jigsaw technique is a cooperative learning strategy where students are assigned specific subtopics to master in temporary expert groups. They then return to their home groups to teach their subtopic to teammates. This structure enforces individual accountability and positive interdependence, requiring collective mastery to assemble complete conceptual understanding.

64. (C) Evaluating
In Bloom's Revised Taxonomy, Evaluating involves making judgments based on explicit criteria, standards, and evidence. Critiquing a solution, assessing methodology, or verifying accuracy requires learners to analyze options and defend decisions logically, representing a higher-order cognitive skill distinct from lower-level recall, simple comprehension, or routine task application.

65. (A) I and II only
Assessment AS Learning emphasizes the student's role as a critical assessor of their own learning process. By engaging in self-monitoring, reflection, and setting personal learning goals, students build metacognitive awareness and self-regulation. It is an ongoing internal process conducted by learners themselves, not an external end-of-year examination process.

66. (C) Facilitate guided discussion to explain the observed phenomenon conceptually
Following a scientific demonstration, facilitating a guided discussion is essential to connect physical observation with theoretical concepts. Prompting students to analyze observed outcomes, explain underlying mechanics, and address misconceptions transforms a passive visual experience into active cognitive processing, cementing conceptual clarity and promoting scientific reasoning.

67. (D) Inquiry-based learning where students explore, hypothesize, and construct understanding
Constructivist Pedagogy posits that knowledge is actively constructed by learners rather than passively received. Inquiry-based learning aligns directly with this philosophy by encouraging students to explore phenomena, ask questions, form hypotheses, test ideas, and synthesize conclusions, enabling them to construct meaningful internal cognitive structures based on evidence.

68. (B) Providing temporary support tailored to current competence to help achieve mastery
Scaffolding refers to temporary instructional support provided by teachers or peers to help learners accomplish tasks beyond their unassisted ability. Tailored to the student's current level within their Zone of Proximal Development, scaffolding is systematically faded as the learner gains competence, fostering eventual independent mastery and problem-solving confidence.

69. (C) Process
Differentiating the process involves varying the pathways, activities, and learning strategies students use to make sense of core content. Providing tiered assignments with varying levels of cognitive complexity allows students with different readiness levels to engage with identical fundamental learning objectives through appropriately challenging instructional tasks.

70. (B) Constructivism
Constructivism views learners as active constructors of knowledge rather than passive vessels. Instructors act as facilitators ("guides on the side") who structure environments, encourage collaborative problem solving, and use authentic assessments. This philosophy prioritizes student agency, prior knowledge integration, and social negotiation in building conceptual understanding.

71. (B) Analysis, Design, Development, Implementation, Evaluation
ADDIE is a foundational instructional design framework comprising five sequential phases: Analysis (defining needs and context), Design (specifying objectives and structure), Development (creating learning assets), Implementation (delivering instruction), and Evaluation (assessing effectiveness through formative and summative methods).

72. (C) Re-plan the lesson using feedback
Following the feedback phase in micro-teaching, the student teacher must immediately enter the re-plan phase. Utilizing constructive observations from supervisors and peers, the teacher modifies

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the lesson plan, refines strategies, and adjusts skill execution before delivering the revised micro-lesson during the subsequent re-teach phase.

73. (C) Present open-ended investigations where students design procedures and analyze data
Transforming practical work into inquiry-based science requires shifting from cookbook procedures toward open-ended investigations. Allowing students to formulate testable questions, design experimental setups, gather data, and interpret findings fosters scientific reasoning, critical inquiry, and genuine problem solving rather than simple passive copying of predetermined laboratory files.

74. (D) It simplifies abstract concepts by embedding them in engaging narratives
Storytelling is an effective pedagogical method for primary learners because it contextualizes complex, abstract ideas within engaging narrative structures. By grounding concepts in relatable stories, characters, and emotions, educators stimulate imagination, enhance listening comprehension, improve vocabulary, and facilitate meaningful retention of core subject matter.

75. (C) A scoring tool outlining criteria and performance levels for evaluating work
In competency-based education, a rubric is a structured scoring tool that articulates explicit criteria and detailed performance descriptors across varying achievement levels. Rubrics establish transparent expectations, reduce evaluation subjectivity, provide constructive feedback to learners, and assess complex performance tasks accurately against established learning standards.

76. (A) I and III only
The Heuristic Method focuses on training students in scientific thinking, self-learning, and independent inquiry while minimizing teacher exposition. Because it requires time-intensive investigation, hypothesis testing, and problem solving, it is not designed for rapid syllabus coverage, making speed efficiency claims inaccurate for this approach.

77. (A) Both A and R are true and R is the correct explanation of A
Peer tutoring enhances academic and social-emotional growth for both participants. Tutors deepen their own conceptual clarity by organizing and explaining material, while tutees benefit from personalized, low-anxiety support from peers. This reciprocal social interaction fosters communication skills, empathy, self-confidence, and enhanced academic achievement.

78. (C) Simulation Method
The simulation method creates a simplified, functional model of a complex real-world process or environment. By interacting with the simulated system, learners make decisions, observe dynamic outcomes, and analyze consequences without facing actual physical, financial, or safety risks, making it an ideal strategy for practicing complex decision-making.

79. (D) Providing text-to-speech technology, extra time, and visual instructional aids
Effective accommodations for students with dyslexia remove decoding barriers while maintaining cognitive standards. Providing text-to-speech software, extended time for reading, and visual aids ensures equal access to content without lowering academic expectations or isolating the student, supporting equitable participation within inclusive classroom settings.

80. (A) What a learner does independently versus what they achieve with guided support
Lev Vygotsky defined the Zone of Proximal Development (ZPD) as the distance between a learner's actual developmental level determined by independent problem solving and their potential developmental level achieved through guidance or collaboration with more knowledgeable peers or instructors, highlighting the social nature of cognitive growth.

81. (B) Students think individually, pair up to discuss, and share ideas with the class
Think-Pair-Share follows a clear three-step sequence: students first reflect individually on a prompt (Think), then pair with a classmate to discuss ideas (Pair), and finally share their synthesized thoughts with the wider class (Share). This structure encourages active participation, peer dialogue, and reflective thinking.

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82. (C) Active exploration of materials to discover underlying patterns and rules
Jerome Bruner's Discovery Learning centers on active exploration, where students manipulate materials, analyze examples, and solve problems to discover fundamental principles autonomously. Rather than receiving direct teacher transmission of rules, learners construct conceptual understanding inductively, developing problem-solving skills and internalizing knowledge meaningfully.

83. (A) I and II only
ICT integration encompasses asynchronous learning (self-paced access at different times) and synchronous learning (real-time simultaneous interaction). Blended learning enhances human instruction through digital tools rather than replacing educators with software, making claims of total teacher replacement false in educational practice.

84. (C) Reflective Observation
In Kolb's Experiential Learning Cycle, Reflective Observation is the stage where learners pause and step back from direct action. They review what occurred during the concrete experience, evaluate perspectives, analyze feelings and outcomes, and process observations to form a deeper understanding before moving to abstract conceptualization.

85. (C) Classroom teachers and administrators solving immediate local pedagogical problems
Action research is initiated by local educational practitioners—primarily teachers and school administrators—to address immediate, specific problems in their classrooms or institutional settings. The focus is localized problem solving and immediate practice improvement rather than developing broad, universal educational theories for distant contexts.

86. (D) Open-ended, evaluative, and hypothetical probing questions
Fostering divergent thinking and higher-order cognitive skills requires open-ended, evaluative, and hypothetical questions. Unlike closed recall questions with single correct answers, probing questions encourage learners to analyze perspectives, evaluate evidence, synthesize ideas, and formulate creative solutions, promoting deep critical reasoning.

87. (C) Evaluating whether students can apply knowledge and skills in authentic contexts
Competency-Based Assessment focuses on evaluating whether learners can apply knowledge, skills, and attitudes to meet explicit performance standards in authentic, real-world contexts. Rather than testing isolated factual recall or relative peer ranking, it measures actual mastery of practical competencies through objective, criterion-referenced evaluations.

88. (A) I and II only
The Discussion Method develops critical thinking, verbal communication, and open-mindedness through moderated dialogue. Successful implementation requires clear objectives, active facilitation, and effective summarization. It is suited for conceptual and ethical issues rather than teaching mechanical, motor-based drill skills like handwriting practice.

89. (A) 5 to 10 minutes
Micro-teaching scales down classroom teaching complexity to train specific pedagogical skills in a controlled setting. The standard duration for a micro-teaching lesson ranges from 5 to 10 minutes (typically 6 minutes in standard models), allowing focused practice, immediate feedback, and efficient re-planning within a short timeframe.

90. (C) Toy-based, art-integrated, and story-telling approaches
NEP 2020 explicitly advocates toy-based, art-integrated, and story-telling pedagogies in primary education. These experiential, student-centered approaches integrate creative expression, play, and narrative context into learning, making classroom instruction holistic, culturally relevant, engaging, and joyful while building foundational cognitive and socio-emotional competencies.

91. (A) Both A and R are true and R is the correct explanation of A
Diagnostic evaluation must precede remedial teaching because it identifies specific learning deficits, persistent misconceptions, and prerequisite gaps. Without prior diagnosis, remedial strategies risk being unfocused. Pinpointing exact learning difficulties enables educators to design targeted interventions that effectively address individual learner needs.

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92. (D) Unwritten values, norms, and perspectives that students absorb in school
The "Hidden Curriculum" refers to the implicit, unwritten lessons, values, behaviors, and cultural norms that students learn through the school environment, institutional structures, and teacher-student interactions. Unlike the formal written curriculum, these social perspectives are absorbed informally through organizational culture and daily school life.

93. (B) Authentic contextualized pedagogy
Utilizing local socio-environmental issues as learning contexts reflects authentic, contextualized pedagogy. By grounding scientific concepts in familiar, real-world situations, teachers bridge abstract theory with daily experience, enhancing learner relevance, driving intrinsic motivation, and promoting critical thinking about local environmental challenges.

94. (C) Assessment FOR learning is formative to guide learning, while Assessment OF learning is summative to measure final achievement
Assessment FOR learning is formative and ongoing, designed to provide diagnostic feedback that guides instruction and supports student progress during the learning process. Conversely, Assessment OF learning is summative, occurring at the conclusion of an instructional unit to measure total achievement and award final grades or certifications.

95. (A) I and II only
Individualized Instruction respects individual differences in pace, learning style, and readiness. Frameworks like Mastery Learning and Programmed Instruction exemplify this approach by allowing self-pacing. Forcing all students to complete tasks at identical speeds contradicts individualized principles, making the third statement incorrect.

96. (B) Generating creative ideas without immediate evaluation or judgment
Brainstorming is a group creative strategy focused on generating a wide array of ideas without immediate evaluation, judgment, or criticism. Deferring evaluation establishes a supportive environment that encourages divergent thinking, reduces participant anxiety, and maximizes total creative output before ideas are subsequently analyzed and refined.

97. (C) Evaluation of both Scholastic and Co-Scholastic student development domains
In Continuous and Comprehensive Evaluation (CCE), "Comprehensive" signifies evaluating all aspects of student growth across both scholastic domains (curricular subjects) and co-scholastic domains (life skills, attitudes, values, sports, and creative arts), providing a holistic assessment of learner development.

98. (C) Presenting an authentic, unstructured problem scenario to students
Problem-Based Learning initiates instruction by presenting an authentic, open-ended problem scenario before delivering theoretical concepts. This approach requires learners to identify knowledge gaps, formulate research strategies, collaborate with peers, and construct solutions, driving self-directed inquiry and critical thinking throughout the learning process.

99. (C) Foundational Literacy and Numeracy
In the context of NEP 2020, FLN stands for Foundational Literacy and Numeracy. It emphasizes achieving universal basic reading, writing, and mathematical abilities by Class 3, forming the indispensable prerequisite for all future academic learning, cognitive development, and educational progress.

100. (B) Encouraging peer observation, joint lesson planning, and action research sharing
A Collaborative Professional Learning Community (PLC) thrives when educators engage in shared reflective practice together. Practices such as peer classroom observation, joint lesson planning, collaborative action research, and sharing pedagogical strategies build a positive culture of continuous professional growth, mutual support, and institutional teaching quality improvement.

101. (A) Both A and R are true and R is the correct explanation of A
Outcome-Based Education (OBE) requires explicit specification of measurable learning outcomes at the start of curriculum design. Because OBE utilizes a backward-design process, all instructional strategies, learning activities, and assessment instruments are deliberately aligned to ensure students demonstrate these predefined competencies effectively.

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102. (D) Introducing a lesson to gain attention and link past knowledge with new content
In micro-teaching, Set Induction refers to the initial phase of a lesson designed to gain student attention, arouse curiosity, and establish readiness. It connects learners' pre-existing knowledge with upcoming concepts, creating a cognitive bridge that prepares students to engage meaningfully with new instructional content.

103. (B) Direct instruction occurs online at home, while active practice happens in class
The Flipped Classroom model shifts traditional direct instruction to individual digital study at home before class. In-person classroom time is consequently dedicated to active, collaborative learning, hands-on practice, application activities, and teacher-guided problem solving, maximizing student engagement during face-to-face contact hours.

104. (A) I and II only
Art-Integrated Learning (AIL) makes education experiential, holistic, and joyful by connecting abstract academic concepts with artistic expressions. Far from being restricted to drawing or painting, AIL encompasses visual arts and performing arts like music, dance, and drama to foster multi-sensory conceptual understanding.

105. (B) Providing ongoing feedback to monitor and improve learning during instruction
Formative evaluation functions continuously during the instructional process to monitor student progress and identify learning gaps. By providing timely, actionable feedback to both teachers and learners, it enables instructional adjustments and supports continuous learning improvement before formal summative assessments occur.

106. (C) Development stage
In the ADDIE instructional design framework, the Development stage is where learning materials, lesson plans, visual media, and digital content are actualized, produced, and assembled. It transforms the structural blueprints established during the Design phase into tangible instructional assets ready for delivery.

107. (D) Analyzing
Using graphic organizers like Venn diagrams to compare and contrast historical events requires breaking information into constituent parts and examining structural relationships. In Bloom's Revised Taxonomy, this process corresponds directly to the Analyzing level, as it demands differentiation, organization, and critical evaluation of comparative elements.

108. (B) Social Constructivism
Social Constructivism, associated with Lev Vygotsky, posits that learning is an active, collaborative process where individuals construct meaning through hands-on experience, reflection, and social negotiation within a cultural context, supported by scaffolding and interaction with peers and instructors.

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109. (A) I and III only
The Lecture Method is efficient for delivering structured information to large audiences but is predominantly teacher-centered with limited interaction. It is generally ineffective for actively developing higher-order critical thinking or practical skills in primary children, as young learners require active sensory and hands-on engagement.

110. (C) Providing practical skill exposure and vocational crafts from middle school onwards
NEP 2020 emphasizes integrating vocational education from middle school onwards to provide early exposure to practical skills, hands-on crafts, and local trades. This initiative aims to remove social stigma associated with manual crafts, promote dignity of labor, and equip students with essential practical life competencies.

111. (C) Problem-based contextual learning
Engaging students with real-world local community issues to conduct research, analyze data, and propose actionable solutions exemplifies problem-based contextual learning. This approach grounds academic studies in authentic contexts, developing critical thinking, social responsibility, and real-world problem-solving abilities among learners.

112. (D) Allowing students to choose different product modes to demonstrate mastery
In differentiated instruction, modifying the "Product" means providing flexible avenues for students to demonstrate what they have learned. Teachers allow learners to select different output formats—such as written essays, visual exhibits, podcasts, or practical demonstrations—aligning

with individual strengths while maintaining core standards.

113. (A) Students evaluate peer work using clear criteria to give constructive feedback
Peer assessment involves students evaluating their classmates' work using established criteria and rubrics to provide constructive feedback. This reflective process deepens understanding of assessment criteria, enhances metacognitive evaluation skills, and encourages collaborative reflection on learning quality under teacher guidance.

114. (A) I and II only
Inclusive Pedagogy seeks to remove learning barriers for all children, accommodating diverse abilities, backgrounds, and learning styles within regular classrooms. Creating isolated academic tracks or segregated spaces contradicts inclusive principles, making the third statement incorrect regarding inclusive educational philosophy.

115. (B) The teacher demonstrates an experiment while explaining concepts visually and orally
The Demonstration Method combines visual demonstration of an experiment or procedure performed by the teacher with simultaneous oral explanation. This approach provides clear visual models of complex phenomena, ensures safety during hazardous experiments, and helps clarify theoretical principles for observing students.

116. (C) Explain
In the 5E Inquiry Model, the Explain phase provides opportunities for students to articulate their conceptual understanding, share observations from exploration, and define key terms. Teachers introduce formal definitions, scientific terms, and structured explanations to clarify and solidify concepts explored by students.

117. (C) Establishing positive classroom norms and routines early in the academic session
Proactive classroom management relies on establishing clear, positive norms, expectations, and consistent daily routines early in the school year. Clear guidelines create a predictable, structured environment that minimizes behavioral confusion, prevents disruptions, and promotes student self-regulation and respectful classroom interactions.

118. (B) Affective Domain
In Bloom's Taxonomy, the Affective Domain addresses emotional growth, including attitudes, values, appreciations, feelings, enthusiasm, and motivations. Taxonomically categorized by Krathwohl, it spans five developmental levels: receiving, responding, valuing, organizing, and characterizing by a value set.

119. (A) Both A and R are true and R is the correct explanation of A
Blended learning environments enhance student engagement and personalize learning paths because they effectively integrate face-to-face instruction with digital, self-paced online resources. This hybrid structure offers flexible pacing, varied learning modalities, and personalized content access while maintaining valuable teacher-guided classroom collaboration.

120. (C) Skill of Reinforcement
The Skill of Reinforcement involves using positive verbal cues (such as praise or encouragement) and non-verbal cues (such as smiling, nodding, or supportive gestures) to affirm desired student participation and responses. Effective reinforcement increases learner motivation, builds confidence, and sustains classroom engagement.

121. (A) I and II only
Toy-Based Pedagogy uses indigenous toys and games to promote experiential, play-based learning that fosters cognitive, motor, and socio-emotional growth. It is primarily recommended for foundational, preparatory, and middle stages, not restricted exclusively to secondary board examination preparation.

122. (D) Learning outcomes, instructional activities, and assessments are systematically aligned
Constructive Alignment, propounded by John Biggs, requires systematic alignment among intended learning outcomes, teaching-learning activities, and assessment tasks. This design principle ensures that instructional activities directly support target outcomes and assessment tasks measure demonstrated achievement of those exact competencies.

123. (B) Scaffolding
Providing temporary instructional supports—such as color-coded visual flashcards and prompts—and gradually fading them as the

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student develops mastery is called scaffolding. Grounded in Vygotsky's socio-cultural theory, scaffolding assists learners within their Zone of Proximal Development until independent competence is achieved.

124. (B) A student-centered method where learning occurs through real-world problem solving
The Project Method is a student-centered approach where learning takes place through planning, executing, and evaluating authentic, real-world tasks. Rooted in pragmatism, it fosters learner autonomy, critical thinking, problem solving, and social collaboration as students complete purposeful, hands-on projects.

125. (C) They help learners visualize and organize relationships between concepts structurally
Concept maps are visual diagrams that represent relationships between ideas, terms, and categories structurally. They aid learning by helping students organize prior and new knowledge, identify meaningful cross-links, visualize hierarchical relationships, and deepen conceptual understanding across subject domains.

126. (A) I and III only
Differentiated Instruction addresses individual variations in student readiness, interests, and learning profiles by offering multiple pathways for processing content and demonstrating mastery. It does not require creating separate, individualized lesson plans for every single student constantly, which would be practically unfeasible.

127. (D) Positive Interdependence where group success depends on individual contributions
A defining feature of Cooperative Learning is Positive Interdependence, where group members recognize that individual success relies on the collective performance of the team. This structure encourages mutual support, shared responsibility, active communication, and collaborative effort to achieve common learning goals.

128. (C) Facilitator who provides materials and guides inquiry without giving direct answers
During the Explore phase of the 5E Inquiry Model, the teacher acts as a facilitator who provides necessary materials, sets exploration parameters, and guides student inquiry through probing questions. The teacher refrains from giving direct answers or definitions, encouraging students to manipulate variables and construct preliminary understanding.

129. (C) Experiential learning, art/sports integration, and competency-based outcomes
NEP 2020 advocates shifting away from rote memorization toward experiential, holistic, and integrated learning. Key indicators in a compliant lesson plan include hands-on activities, art and sports integration, story-telling, cross-disciplinary linkages, and explicit alignment with measurable competency-based learning outcomes.

130. (B) Students formulate questions, investigate, analyze data, and build conclusions
Inquiry-Based Learning is centered on active student engagement where learners formulate research questions, conduct systematic investigations, analyze qualitative or quantitative data, and formulate evidence-based conclusions. This student-driven process cultivates scientific reasoning, critical thinking, and dynamic knowledge construction.

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131. (A) I and II only
Action Research is conducted by educational practitioners (teachers and administrators) within their own local settings to solve immediate classroom problems and refine practice. It focuses on practical, site-specific solutions rather than complex advanced statistical modeling across large national sample sets.

132. (B) Executing or implementing a procedure in a new situation
In Bloom's Revised Taxonomy, the Apply level involves using learned concepts, rules, methods, or algorithms to carry out tasks in novel situations. It requires applying theoretical knowledge to concrete, unfamiliar problem contexts through correct execution or implementation of established procedures.

133. (C) Skill of Explaining
The Skill of Explaining in micro-teaching involves presenting concepts clearly using logical sequence, appropriate linkers, vocal modulation, non-verbal gestures, blackboard illustrations, and periodic questioning. Mastering this skill enables teachers to make abstract or complex ideas easily intelligible to learners.

134. (D) Concepts are introduced simply and revisited with increasing depth over time
Jerome Bruner's Spiral Curriculum model posits that foundational concepts should be introduced early in simple forms and continuously revisited in subsequent grade levels with increasing complexity, depth, and abstraction. This iterative framework reinforces long-term retention and builds sophisticated conceptual mastery over time.

135. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning (UDL) benefits all students in inclusive classrooms because it provides multiple means of representation, action/expression, and engagement. Proactively offering flexible choices accommodates diverse learning profiles, supporting children with special needs while optimizing learning environments for all peers.

136. (B) Consistency and stability of test results across multiple administrations
Reliability in educational assessment refers to the consistency, stability, and repeatability of test results across different testing instances, conditions, or raters. A reliable assessment yields dependable, reproducible scores, minimizing measurement error and ensuring consistent evaluation of student achievement.

137. (C) An introductory schema bridging new material with prior knowledge
An Advance Organizer, conceptualized by David Ausubel, is an introductory instructional framework presented before learning new content. It provides high-level cognitive scaffolding that bridges new information with learners' existing mental structures, facilitating meaningful retention and conceptual organization.

138. (A) I and II only
Competency-Based Education (CBE) emphasizes student demonstration of explicit, measurable learning outcomes and permits flexible pacing to achieve mastery. Because progression depends on demonstrated competence rather than accumulated seat-time, claims that CBE relies solely on time spent in class are incorrect.

139. (D) Developing perspective-taking, empathy, and understanding of social roles
Using role-play to teach social science concepts enables students to step into the shoes of different community stakeholders. This active simulation develops perspective-taking, empathy, critical reflection on civic processes, and a nuanced understanding of social dynamics and democratic decision-making.

140. (B) Lecture-Demonstration with Guided Practice
Teaching complex psychomotor skills—such as microscope handling or sports techniques—requires a combined Lecture-Demonstration with Guided Practice approach. The teacher provides visual models and explicit explanations, followed by supervised student practice with immediate corrective feedback, ensuring accurate skill acquisition and physical safety.

141. (C) Identifying specific learning difficulties to plan targeted remediation
Diagnostic Evaluation aims to identify specific learning gaps, underlying misconceptions, and skill deficiencies before or during instruction. By diagnosing precise learning obstacles, educators can plan targeted remedial strategies, differentiate instruction, and provide tailored support to help students achieve learning goals.

142. (A) I and II only
Continuous and Comprehensive Evaluation (CCE) assesses both scholastic and co-scholastic domains of student development through continuous formative assessments and periodic summative evaluations. It explicitly shifts away from relying exclusively on single end-of-year written examinations, rendering statement III incorrect.

143. (C) Content exposure via video lectures, digital readings, or media
In a flipped classroom model, students engage with foundational instructional content—such as video lectures, digital readings, or interactive media—at home prior to attending class. This pre-class preparation frees in-person classroom hours for interactive problem solving, application tasks, and collaborative peer learning.

144. (D) Kolb's Experiential Learning Theory
David Kolb's Experiential Learning Theory posits that knowledge is created through the transformation of experience. The four-stage

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learning cycle—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—explains how learners transform raw experiences into mental models and apply them in novel situations.

145. (A) Both A and R are true and R is the correct explanation of A
Peer tutoring fosters positive social dynamics and academic progress in inclusive classrooms. Tutees benefit from individual attention and low-stress peer explanations, while tutors solidify their own conceptual clarity by teaching concepts. This reciprocal interaction builds social connections, empathy, and mutual academic growth.

146. (C) Providing clear evaluation criteria to ensure consistent scoring
A rubric is a scoring guide outlining specific criteria and performance expectations for evaluating subjective assignments like essays, projects, and presentations. By defining performance levels explicitly, rubrics reduce grading bias, ensure scoring consistency across evaluators, and offer clear feedback to guide student learning.

147. (D) Monitoring classroom activities continuously to prevent disruptions early
Jacob Kounin's concept of "Withitness" refers to a teacher's continuous awareness of all classroom events and student behaviors. Exhibiting withitness allows educators to spot misbehavior early, intervene promptly before disruptions escalate, and maintain active learning momentum across the entire classroom environment.

148. (A) I and II only
Problem-Based Learning starts with complex, real-world, ill-defined problems that motivate student-led inquiry and collaboration. In this framework, the teacher functions as a facilitator rather than the sole provider of direct answers, making statement III incorrect regarding PBL pedagogy.

149. (A) Creating
In Bloom's Revised Taxonomy, the highest cognitive level is Creating. It involves reorganizing elements into a novel pattern, generating original ideas, or designing functional products. Creating demands synthesizing diverse information, concepts, and skills to produce a unique, coherent whole.

150. (B) Probing Questioning Skills
Probing questioning skills involve techniques such as prompting, seeking clarification, asking for justification, and redirecting questions to other students. These techniques help teachers guide learners beyond superficial answers, promoting deeper critical reflection, conceptual clarity, and active classroom dialogue.

151. (C) Self-paced learning in small sequential steps with immediate feedback
Programmed Instruction is characterized by breaking learning content into small, logically ordered frames. Learners progress independently at their own pace, actively responding at each frame and receiving immediate feedback, which reinforces correct understanding through operant conditioning principles.

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152. (A) I and II only
Art-Integrated Learning (AIL) embeds visual and performing arts into academic subjects to make learning holistic, joyful, and deeply conceptual. AIL is an integral pedagogical approach embedded within regular classroom instruction across disciplines, not an extra-curricular activity restricted to after-school hours.

153. (D) Formative assessment monitors learning during instruction, while Summative evaluates at the end
Formative assessment is conducted during instruction to provide ongoing diagnostic feedback that helps teachers adapt teaching and students refine learning. Summative assessment occurs at the end of an instructional period to evaluate overall achievement against benchmarks for grading or certification.

154. (B) A customized plan for a child with special needs detailing goals and support
An Individualized Education Plan (IEP) is a legally binding, customized educational document created for a child with special educational needs. It outlines specific learning goals, tailored accommodations, specialized services, and progress monitoring methods to ensure equitable access and success within inclusive learning environments.

155. (A) Both A and R are true and R is the correct explanation of A
Experiential learning actively engages students in constructing knowledge through concrete experience, reflective observation, abstract conceptualization, and active experimentation. Kolb's four-stage cycle explains how reflection on concrete practice enables learners to form theoretical understandings and apply them to novel contexts effectively.

156. (D) Elaborate
In the 5E Inquiry Model, during the Elaborate phase, students extend their conceptual understanding by applying newly acquired skills and ideas to novel, related situations or real-world problems. This phase deepens mastery, reinforces transfer of learning, and expands cognitive connections beyond initial classroom examples.

157. (C) Competency-Based Pedagogy
Competency-Based Pedagogy aligns directly with educational reforms shifting focus from rote memorization toward deep conceptual understanding and practical skill application. It emphasizes demonstrated mastery of explicit learning outcomes, flexible learning pathways, and authentic, real-world skill execution over superficial syllabus coverage.

158. (A) I and II only
Discovery Learning, propounded by Jerome Bruner, encourages active exploration and problem solving where learners discover concepts autonomously. It explicitly rejects passive reception of direct lectures, relying instead on inductive inquiry and active manipulation of materials.

159. (B) Practicing specific teaching skills in a controlled environment with feedback
Micro-teaching is a specialized teacher-training technique that simplifies classroom complexity by scaling down class size and lesson duration. It enables student teachers to practice and master discrete teaching skills in a supportive environment through a systematic cycle of planning, teaching, feedback, and refinement.

160. (B) Integrating Technological, Pedagogical, and Content Knowledge
According to the TPACK model, effective technology integration requires intersecting Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). Teachers must understand how digital tools interact with specific teaching methods and academic subject matter to create meaningful learning experiences.

161. (A) Assessing performance against fixed, pre-determined criteria
Criterion-Referenced Assessment evaluates a student's performance against specific, pre-established benchmarks or learning standards. Unlike norm-referenced assessment which ranks students relative to peers, criterion-referenced evaluation measures actual mastery of defined objectives regardless of other test takers' scores.

162. (A) I and II only
Team Teaching involves two or more educators collaboratively planning, delivering, and evaluating instruction for a shared student cohort. It leverages complementary teacher strengths and pedagogical approaches. It is designed to enhance instructional quality, not to permanently reduce total teaching staff numbers.

163. (B) Learners take initiative in diagnosing needs, setting goals, and evaluating outcomes
Self-Directed Learning is a process where individuals take primary initiative in identifying their learning needs, formulating goals, selecting instructional resources, implementing learning strategies, and evaluating outcomes, with or without educator assistance, developing lifelong self-regulated learning capabilities.

164. (C) A method by H.E. Armstrong where students act as discoverers to solve problems
Developed by H.E. Armstrong, the Heuristic Method places students in the role of independent discoverers and scientific investigators. Instead of passively receiving information, learners investigate problems, analyze empirical evidence, and derive principles autonomously, cultivating problem-solving skills and a scientific attitude.

165. (A) Both A and R are true and R is the correct explanation of A
Assessment AS Learning develops metacognitive skills because it positions students as active monitors of their own cognitive growth. By reflecting on learning strategies, evaluating self-performance, and setting personal learning

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targets, students cultivate self-regulation, critical self-awareness, and autonomous learning habits.

166. (A) Analyzing
In Bloom's Revised Taxonomy, the Analyzing level involves breaking complex information into constituent parts and determining how those parts relate to one another and to an overall structure. It requires organizational skills, differentiating key elements, and identifying underlying organizational patterns.

167. (B) Asking open-ended questions requiring evidence and evaluation of ideas
Fostering critical thinking requires engaging students in higher-order cognitive processing. Posing open-ended, probing questions demands that learners evaluate evidence, justify assumptions, analyze underlying causes, and defend conclusions logically, moving well beyond simple rote recall of textbook facts.

168. (A) I and II only
Blended Learning effectively integrates face-to-face classroom instruction with online digital learning, offering personalized pacing and flexible learning paths. It enriches school instruction rather than replacing physical school infrastructure entirely, rendering statement III incorrect.

169. (B) A facilitator who creates learning environments and scaffolds inquiry
In a Constructivist Classroom, the teacher acts as a facilitator ("guide on the side") who designs supportive learning environments, poses stimulating problems, scaffolds student inquiry, and encourages collaborative dialogue. Rather than transmitting pre-packaged facts, the teacher guides learners as they construct their own understanding.

170. (B) Inquiry and collaborative pedagogy
Small-group investigation of primary sources, historical debate, and joint position paper writing reflect inquiry and collaborative pedagogy. This approach engages students in critical source evaluation, perspective-taking, evidence-based reasoning, and shared knowledge construction through social dialogue.

171. (B) Identifying the gap between current student capabilities and target outcomes
In instructional design, Needs Assessment is conducted to determine the specific gap between learners' current knowledge, skills, and attitudes and the desired educational goals. Identifying these gaps guides the selection of instructional objectives, content, strategies, and evaluation tools tailored to learner requirements.

172. (A) I and II only
Project-Based Learning centers around driving real-world challenges, culminating in tangible products or public performances. It emphasizes sustained collaborative inquiry guided by teacher facilitation rather than isolated, unassisted homework tasks completed without teacher involvement.

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173. (C) Skill of Illustration
The Skill of Illustration with Examples involves using concrete examples, relevant analogies, non-examples, and visual aids to explain abstract or complex concepts clearly. Effective illustration bridges new abstract concepts with learners' prior experiences, enhancing conceptual clarity and cognitive retention.

174. (B) Assessing whether a student can perform a skill or apply knowledge to standards
Competency-Based Assessment evaluates whether a student can perform practical skills and apply acquired knowledge to meet explicit performance standards in real-world contexts. It relies on criterion-referenced evaluation of demonstrated competence rather than relative peer rankings or memorization speed.

175. (A) Both A and R are true and R is the correct explanation of A
Differentiated instruction enhances learning outcomes in diverse classrooms because it systematically adjusts content, learning processes, products, and environmental setups. Tailoring instruction to address varying readiness levels, learning styles, and interests ensures equitable access and optimal cognitive challenge for every student.

176. (B) Operant conditioning through small sequential steps and immediate feedback
B.F. Skinner's Programmed Instruction relies on operant conditioning principles. Educational content is segmented into small, logical frames. Learners actively respond at each step and receive immediate confirmation, reinforcing correct answers and shaping learning systematically through positive reinforcement.

177. (B) Designing curriculum and instruction that provide equal opportunities for all
Universal Design for Learning (UDL) aims to proactively design inclusive curricula and instructional methods that accommodate diverse learning needs. By embedding flexible options for engagement, representation, and expression, UDL removes learning barriers and provides equal opportunities for all students to succeed.

178. (A) I and II only
Sports-Integrated Pedagogy uses physical sports and games as instructional tools to teach core academic concepts while fostering teamwork, resilience, and discipline. It enriches classroom learning across subjects and does not require eliminating theoretical classroom instruction entirely.

179. (A) Remembering
In Bloom's Revised Taxonomy, Remembering is the lowest cognitive level. It involves retrieving, recognizing, and recalling relevant facts, terms, basic concepts, and answers directly from long-term memory without requiring deeper comprehension or conceptual application.

180. (C) Reciprocal Teaching
Reciprocal Teaching is an interactive strategy where students work in pairs or small groups using four structured reading strategies: predicting, clarifying, questioning, and summarizing. Alternating roles between tutor and tutee promotes active metacognitive monitoring and deep reading comprehension.

181. (B) Problem-solving, critical thinking, and collaboration through ill-structured scenarios
Problem-Based Learning (PBL) is explicitly designed to cultivate critical thinking, real-world problem solving, self-directed inquiry, and peer collaboration. By confronting learners with authentic, ill-structured problems, PBL challenges them to research options, evaluate evidence, and construct viable solutions collaboratively.

182. (A) I and II only
Outcome-Based Education (OBE) centers on demonstrated mastery of clear learning outcomes rather than instructional time. Program and course outcomes dictate instructional design and assessment. OBE uses criterion-referenced evaluation to measure absolute achievement rather than norm-referenced grading curves.

183. (B) Programmed Instruction
Programmed Instruction breaks learning tasks into sequential micro-steps presented in frames. Learners progress independently at their own pace, receiving immediate feedback after each active response, which reinforces correct understanding and guides learning systematically through operant conditioning.

184. (C) Analyzing observation data to evaluate action and plan next steps
In the action research cycle, the Reflect phase involves systematically analyzing observational data and evidence gathered during the intervention. Practitioners evaluate the effectiveness of implemented strategies, identify unexpected outcomes, and draw conclusions to inform and refine future classroom interventions.

185. (A) Both A and R are true and R is the correct explanation of A
Toy-Based Pedagogy fosters holistic development in foundational stages because physical play objects stimulate cognitive, spatial, physical, language, and socio-emotional skills. Hands-on interaction with indigenous toys provides concrete, joyful, and culturally contextualized experiences that support early learning and development.

186. (B) Role Play Method
The Role Play Method engages students in acting out personae within simulated social scenarios. By stepping into different roles, learners explore diverse perspectives, reflect on human motivations, and develop emotional empathy, social awareness, and interpersonal decision-making skills in a supportive classroom context.

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187. (C) Comparing an individual's performance against a broader peer norm group
Norm-Referenced Assessment evaluates and reports a student's performance relative to a standardized peer norm group. Rather than measuring absolute mastery of learning standards, norm-referenced scores indicate an individual's relative rank or percentile position within the broader testing population.

188. (A) I and II only
Gagne's Nine Events of Instruction begins with Gaining Attention and concludes with Assessing Performance and Enhancing Retention. The model is a versatile instructional framework applicable across all educational levels, including primary, secondary, and higher education contexts.

189. (D) Providing graphic prompts, structuring tasks, and fading assistance as competence grows
Effective Scaffolding involves offering temporary instructional supports—such as visual graphic organizers, task modeling, and guided prompts—to assist learners within their Zone of Proximal Development. As student competence and independence increase, assistance is systematically faded until self-reliance is achieved.

190. (B) Transforming concrete experience through reflection, conceptualization, and testing
David Kolb's Experiential Learning Theory defines learning as the process whereby knowledge is created through the transformation of experience. Learners progress continuously through concrete experience, reflective observation, abstract conceptualization, and active experimentation to synthesize deep conceptual understanding.

191. (A) I and II only
Assessment FOR Learning is formative and embedded in daily instruction, providing diagnostic feedback to adjust teaching and learning strategies. High-stakes certification scores result from Assessment OF Learning (summative assessment), rendering statement III incorrect for formative evaluation.

192. (B) Skill of Achieving Closure
The Skill of Achieving Closure in micro-teaching focuses on drawing a lesson to a meaningful conclusion. It involves summarizing main concepts, integrating key learning points, linking content to prior or future lessons, and helping students organize cognitive schemas effectively at the end of instruction.

193. (B) Combining digital and face-to-face instruction for interactive learning
Blended Learning combines online digital resources and direct face-to-face classroom instruction. This hybrid approach enriches learning opportunities, supports personalized self-paced content access, and optimizes in-person interaction for collaborative problem solving, guided application, and interactive discussion.

194. (B) Critique, Justify, Judge, Assess
In Bloom's Revised Taxonomy, the Evaluate level involves making judgments based on explicit criteria and standards. Action verbs such as critique, justify, judge, assess, defend, and appraise characterize this higher-order cognitive process, requiring learners to evaluate evidence and defend logical conclusions.

195. (A) Both A and R are true and R is the correct explanation of A
Art-Integrated Learning (AIL) aligns directly with constructivist philosophy because it encourages active, multi-sensory knowledge construction. Through visual, performing, and literary artistic expressions, learners explore complex concepts, reflect on meanings, and demonstrate understanding creatively in a joyful environment.

196. (C) Interactive verbal exchange of ideas among students and teacher on a topic
The Discussion Method is an interactive, student-centered approach characterized by purposeful verbal exchange between teachers and students. It encourages active expression of ideas, critical analysis of arguments, respectful listening, and collaborative co-construction of knowledge around specific topics or dilemmas.

197. (A) I and II only
Peer Tutoring encompasses same-age and cross-age models and yields cognitive benefits for both tutors and tutees. Research demonstrates that peer tutoring is highly effective for learners across diverse ability levels, invalidating the claim that it harms lower achievers.

198. (A) Engage
In the 5E Inquiry Model, the Engage phase captures student interest, sparks curiosity, and uncovers prior knowledge. Short, stimulating activities, demonstrations, or driving questions establish cognitive connection and focus student attention on key learning objectives from the outset.

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199. (B) Authentic and Experiential Pedagogy
Integrating case studies, field visits, and open inquiry reflects authentic, experiential pedagogy. Grounding environmental science in real-world observations and practical investigations enables students to bridge theoretical concepts with tangible ecological systems, cultivating critical analytical skills and environmental awareness.

200. (B) Immediate localized problem solving and practice improvement by internal staff
Action Research focuses on immediate, localized problem solving within specific school contexts. Conducted by internal educators, it aims to evaluate local teaching challenges, implement targeted intervention strategies, and continuously improve classroom practice rather than producing generalized national research studies.

201. (A) I and II only
Competency-Based Education (CBE) prioritizes demonstrated mastery of explicit learning outcomes and allows flexible learning pacing. Progression is determined by verified competence rather than fixed seat-time requirements, making statement III incorrect regarding CBE principles.

202. (B) Providing temporary guidance and support that is gradually withdrawn as the learner develops independent mastery
In Lev Vygotsky's socio-cultural framework, Scaffolding provides temporary support—such as prompts, modeling, and task structuring—to help learners perform tasks within their Zone of Proximal Development. As student competence develops, support is gradually withdrawn to foster autonomous mastery.

203. (C) Creating
In Bloom's Revised Taxonomy, Creating is the highest cognitive level. Formulating an original hypothesis or designing an innovative experimental procedure requires synthesizing existing knowledge, inventing methods, and organizing elements into a novel functional structure, representing advanced creative cognition.

204. (C) A is true but R is false
Formative assessment provides ongoing diagnostic feedback to guide learning during instruction. Its primary aim is improving instruction and student understanding, whereas assigning official final letter grades for academic transcripts is the core function of summative assessment, making Reason R false.

205. (C) Placing students as independent discoverers through self-directed investigation
Propounded by H.E. Armstrong, the Heuristic Method places learners in the role of independent discoverers. Instead of receiving direct instruction, students explore scientific problems through self-directed investigation, hypothesis testing, and empirical analysis, developing problem-solving abilities and scientific inquiry habits.

206. (A) I and II only
Universal Design for Learning (UDL) provides multiple means of representation, action/expression, and engagement to accommodate diverse learning styles. Proactively removing barriers requires offering flexible assessment options rather than enforcing a single rigid mode of evaluation for all students.

207. (C) Facilitating collaborative inquiries, problem solving, and reflective discussions
Transitioning to constructivist pedagogy requires shifting from passive information transmission to active knowledge construction. Facilitating collaborative inquiry, real-world problem solving, and reflective discussion empowers students to engage deeply, explore ideas critically, and construct meaningful conceptual understanding.

208. (B) Evaluating a module during development to make iterative improvements
In instructional design, Formative Evaluation assesses educational materials, lesson plans, or curriculum modules while they are actively being developed. Its purpose is to identify design flaws, gather early feedback, and make iterative improvements before final implementation.

209. (C) Cooperative learning uses structured role division, while collaborative uses mutual engagement
Cooperative learning involves structured task partitioning and role division under teacher guidance to achieve shared goals. In contrast, collaborative learning relies on fluid, mutual engagement where participants negotiate meaning and solve problems together without rigid task division.

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210. (A) I and II only
Toy-Based Pedagogy leverages indigenous toys and physical play objects to introduce foundational concepts, fostering motor, cognitive, and socio-emotional skills. It utilizes affordable, locally accessible materials rather than requiring expensive digital hardware setups.

211. (C) Skill of Stimulus Variation
The Skill of Stimulus Variation involves purposefully shifting teacher behaviors—such as movement, gestures, vocal modulation, intentional pauses, and interaction modes—to break monotony, capture attention, and maintain cognitive alertness throughout instruction.

212. (B) Identifying specific learning gaps to design effective remedial interventions
In Continuous and Comprehensive Evaluation (CCE), Diagnostic Assessment identifies specific learning gaps, persistent misconceptions, and skill deficits. Pinpointing these difficulties enables teachers to design targeted remedial interventions and provide individual support.

213. (A) Both A and R are true and R is the correct explanation of A
Inquiry-based learning develops higher-order critical thinking in science because students actively formulate research questions, design investigations, analyze data, and justify evidence-based conclusions, moving beyond simple factual recall to authentic scientific reasoning.

214. (C) Organizing learning around an authentic, ill-structured problem scenario
Problem-Based Learning (PBL) centers instruction on complex, authentic, ill-structured problems. Confronting open-ended scenarios motivates learners to identify knowledge needs, conduct self-directed research, collaborate with peers, and formulate viable evidence-based solutions.

215. (A) I and II only
Micro-teaching is a scaled-down teacher preparation technique focusing on specific teaching skills through the six-stage cycle. It uses small peer groups and short micro-lessons, making claims of teaching full classes of 50 students incorrect.

216. (C) Remembering
In Bloom's Revised Taxonomy, Remembering is the baseline cognitive process involving retrieving, recognizing, and recalling factual information, terms, formulas, and fundamental concepts directly from long-term memory.

217. (D) Using interactive simulations to manipulate variables and construct explanations
Meaningful ICT integration occurs when digital tools enhance active learning and inquiry. Using interactive science simulations allows students to manipulate variables, observe real-time phenomena, gather empirical data, and construct conceptual explanations dynamically.

218. (B) Developing metacognitive awareness and self-directed learning in students
Self-Assessment empowers students to evaluate their own learning progress against explicit criteria. This practice develops metacognitive awareness, self-regulation, critical reflection, and self-directed learning habits, enabling students to identify strengths and address learning gaps autonomously.

219. (A) I and II only
Art-Integrated Learning (AIL) bridges artistic expression with core academic concepts across disciplines, including Mathematics and Science. It creates joyful, multi-sensory, and inclusive experiences, invalidating claims that art integration is restricted to dedicated art classes.

220. (B) Identifying essential attributes of a category using positive and negative exemplars
Jerome Bruner's Concept Attainment Model guides learners to discover defining attributes of a concept by comparing positive exemplars (containing concept attributes) and negative exemplars (lacking attributes), fostering analytical classification and inductive reasoning.

221. (A) Both A and R are true and R is the correct explanation of A
Differentiated instruction requires adjusting content, process, product, and environment because students in mixed-ability classrooms possess diverse readiness levels, learning styles, and background knowledge. Tailoring instruction addresses varied learning needs and promotes equitable academic progress.

222. (C) Delivering the instructional program to learners in the target environment
In the ADDIE model, the Implementation phase consists of actualizing and delivering the designed instructional materials and training programs

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to target learners within the real environment, facilitating active classroom delivery and user engagement.

223. (B) Leveraging peer interaction where one student provides academic support to another
Peer Tutoring leverages structured interaction where one student provides academic guidance and instruction to a classmate under teacher supervision. This reciprocal arrangement clarifies concepts for the tutee while deepening subject mastery and communication skills for the tutor.

224. (A) I and II only
In Gagne's Nine Events, informing objectives establishes expectations, and recalling prior knowledge bridges new concepts with cognitive schemas. Presenting stimulus material occurs in event five, not as the final step in Gagne's sequence.

225. (B) Hands-on activity-based learning pedagogy
Utilizing local clay models and counting beads to teach mathematical concepts represents hands-on, activity-based learning. Manipulating physical materials provides concrete sensory experiences that support early abstract mathematical thinking and conceptual understanding in foundational education.

226. (C) Student progression is based on demonstrated mastery of explicit learning outcomes
Competency-Based Education (CBE) bases student advancement on demonstrated, measurable mastery of explicit learning outcomes rather than fixed seat-time or relative peer rankings. Progression occurs dynamically once specific competence is verified against standard criteria.

227. (D) Analyzing
In Bloom's Revised Taxonomy, Analyzing involves breaking material into organizational components, identifying structural relationships, and differentiating key elements, enabling learners to comprehend how parts interact within an overall system.

228. (A) I and II only
The Flipped Classroom shifts content acquisition to pre-class digital study, transforming physical class time into an interactive space for application and problem solving rather than continuous passive lecture delivery.

229. (B) Providing a cognitive structure bridging prior knowledge with new content
David Ausubel's Advance Organizer is an introductory cognitive framework presented before instruction. It connects new learning material with existing mental schemas, organizing ideas conceptually to facilitate meaningful verbal learning and retention.

230. (C) Explain
In the 5E Inquiry Model, the Explain phase allows students to articulate their initial findings, after which the teacher introduces formal definitions, scientific terms, and explanations to organize conceptual understanding accurately.

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231. (A) Both A and R are true and R is the correct explanation of A
Action research fosters reflective practice and improves school outcomes because it empowers teachers to systematically investigate immediate classroom challenges and implement evidence-based interventions directly tailored to local learning needs.

232. (B) Case study and discussion method
Ethical decision-making and complex socio-economic issues are best taught using case studies and structured discussions. Analyzing authentic dilemmas allows students to evaluate multiple perspectives, articulate reasoned arguments, and develop ethical reasoning skills through peer dialogue.

233. (A) I and II only
Programmed Instruction presents content in small, logical frames and provides immediate feedback on active responses. It emphasizes individual self-pacing rather than enforcing uniform group pacing across learners.

234. (B) Facilitating play-based learning that links local culture with foundational skills
Indigenous toys in Toy-Based Pedagogy serve to facilitate joyful, play-based learning that connects cultural heritage with foundational skills, enhancing spatial, motor, language, and cognitive capabilities through meaningful physical interaction.

235. (B) Understanding
In Bloom's Revised Taxonomy, Understanding involves interpreting, translating, summarizing, classifying, or explaining information in one's

own words, demonstrating comprehension of cognitive content beyond simple factual recall.

236. (C) Students work together toward a shared goal with positive interdependence
Cooperative Learning is defined by small groups working together toward a shared academic objective with positive interdependence and individual accountability, ensuring mutual learning support and active collaboration among all members.

237. (A) I and II only
Assessment OF Learning is summative and occurs at the end of instruction to evaluate total achievement against standard criteria for grading or certification. Real-time diagnostic feedback during instruction is characteristic of formative assessment (Assessment FOR Learning).

238. (D) Designing flexible curricula and assessments accommodating diverse learning needs
Universal Design for Learning (UDL) aims to proactively create flexible curricula, instructional methods, and assessment options that accommodate diverse learner abilities, removing barriers to ensure equal educational access across inclusive classrooms.

239. (B) Analyzing one's teaching experiences to continuously improve effectiveness
Reflective Practice in teacher development involves critically analyzing classroom decisions, pedagogical strategies, and student outcomes. Continuous reflection enables educators to refine methods, address pedagogical challenges, and enhance ongoing instructional effectiveness.

240. (B) Inquiry and problem-based pedagogy
Introducing real-world dilemmas, formulating research questions, collecting local environmental samples, and presenting data-backed solutions exemplifies inquiry and problem-based pedagogy, connecting theoretical science with practical, context-rich problem solving.

241. (A) I and II only
Sports-Integrated Pedagogy uses physical sports as instructional tools to teach academic content while building fitness, discipline, and teamwork. It actively includes students with disabilities through adaptive sports practices rather than excluding them.

242. (C) Specifying learning objectives, assessment tools, and content structure
In the ADDIE model, the Design phase outlines learning objectives, creates assessment specifications, plans instructional strategies, and structures content blueprints before tangible media production occurs in the Development phase.

243. (D) Encouraging creative idea generation without early evaluation or judgment
Brainstorming focuses on encouraging open, creative idea generation without immediate criticism or evaluation, establishing psychological safety to maximize divergent thinking and idea diversity among group participants.

244. (A) Both A and R are true and R is the correct explanation of A
Competency-Based Education aligns with modern reforms because it shifts focus away from traditional rote memorization toward outcome-based, competency-focused, and experiential learning, prioritizing demonstrated skill mastery in authentic contexts.

245. (B) Evaluating
In Bloom's Revised Taxonomy, Evaluating involves making qualitative or quantitative judgments about the value of ideas, solutions, or materials using explicit criteria and established standards.

246. (C) Providing temporary assistance that is faded as competence develops
Scaffolding in inclusive classrooms provides temporary assistance—such as prompts, graphic organizers, and guided practice—tailored to student needs. Support is systematically faded as learners build independent competence within their Zone of Proximal Development.

247. (A) I and II only
Discovery Learning, propounded by Jerome Bruner, emphasizes active exploration and problem solving to uncover concepts autonomously. It explicitly rejects continuous passive lecture delivery, promoting inductive student-driven inquiry.

248. (B) Classroom exit tickets, diagnostic quizzes, and learning logs
Exit tickets, diagnostic quizzes, and learning logs function as formative assessment tools. They provide ongoing, real-time diagnostic feedback

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during instruction, enabling teachers to adjust strategies and support student understanding continuously.

249. (A) Evaluate
In the 5E Inquiry Model, the Evaluate phase provides formal and informal opportunities for teachers to assess student mastery of core concepts and skills, while enabling learners to evaluate their own conceptual understanding.

250. (B) One student assists another student under teacher supervision
Peer Tutoring involves one student providing structured academic assistance to another student under teacher guidance, fostering individualized support, active peer learning, and enhanced conceptual understanding for both participants.

251. (A) Both A and R are true and R is the correct explanation of A
Project-Based Learning fosters deep conceptual understanding and real-world skills because it engages students in sustained collaborative inquiry around authentic challenges, culminating in concrete public products, models, or presentations.

252. (A) I and II only
Competency-Based Assessment utilizes criterion-referenced rubrics aligned with explicit learning outcomes and offers multiple opportunities to demonstrate mastery. It explicitly avoids norm-referenced grading curves designed to fail fixed student percentages.

253. (A) I, II, III, IV
Backward Design follows a three-stage sequence: identifying target learning outcomes first, determining acceptable assessment evidence second, and planning learning experiences and instruction third, followed by evaluating instructional effectiveness.

254. (B) Case Study, Role Play, and Problem-Based Learning
Dividing students into stakeholder groups to analyze real-world environmental pollution, conduct mock hearings, and draft policy consensus integrates Case Study analysis, Role Play simulation, and Problem-Based Learning inquiry effectively.

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255. (A) Both A and R are true and R is the correct explanation of A
Micro-teaching is an effective skill-mastery technique because it simplifies classroom complexity by scaling down lesson duration, group size, and skill focus, providing immediate feedback and opportunities for re-teaching within a reflective cycle.

256. (A) I and II only
Collaborative Learning involves joint knowledge construction through dialogue and shared problem solving. It relies on mutual engagement rather than isolated work on partitioned tasks without interaction.

257. (A) Engage, Explore, Explain, Elaborate
Presenting an engaging hook maps to Engage; manipulating materials maps to Explore; constructing definitions based on data maps to Explain; and applying concepts to new scenarios maps directly to Elaborate in the 5E sequence.

258. (B) Toy-based pedagogy
Utilizing indigenous board games, physical counting beads, and spatial puzzle toys to teach mathematical concepts directly applies Toy-Based Pedagogy, blending play with concrete cognitive development.

259. (A) Both A and R are true and R is the correct explanation of A
Flipped classrooms maximize active, higher-order cognitive engagement during class time because lower-order tasks like factual lecture listening are shifted to pre-class digital content study at home.

260. (A) I and II only
Diagnostic Assessment identifies specific learning gaps before or during instruction to help teachers design targeted remediation. Assigning official end-of-year grades is the function of summative evaluation, making statement III incorrect.

261. (A) I, II and III only
Modern pedagogical vision emphasizes experiential learning, art/sports/ICT integration, and competency-based evaluation while eliminating rigid boundaries between academic, co-curricular, and vocational streams.

262. (B) Action research in classroom practice
A teacher diagnosing student misconceptions, designing a targeted simulation activity, and

re-evaluating understanding exemplifies Action Research—a systematic, practitioner-led process aimed at improving local classroom practice.

263. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning creates inclusive environments because it offers multiple means of engagement, representation, and action/expression, proactively removing learning barriers to cater to diverse abilities.

264. (A) I and II only
Bloom's Revised Taxonomy structures cognitive processes hierarchically across six levels. Creating is the highest cognitive level, making statement III factually incorrect regarding taxonomy hierarchy.

265. (A) I, II and IV only
Skinnerian Programmed Instruction features linear presentation of micro-content frames, immediate feedback, self-pacing, and required active responses, rather than unstructured large-group verbal debates.

266. (C) Jigsaw Strategy
Assigning subtopics to individual group members who consult expert groups before returning to teach home peers is the defining structure of the Jigsaw cooperative learning strategy.

267. (A) Both A and R are true and R is the correct explanation of A
Outcome-Based Education demands backward design to align learning outcomes, instruction, and assessment, ensuring every student demonstrates explicit, predefined competencies systematically.

268. (A) I and II only
Art-Integrated Learning makes education joyful, multi-sensory, and interdisciplinary across mainstream subjects, rather than being restricted to specialized fine arts diploma programs.

269. (C) Kolb's Experiential Learning Cycle
Flying paper airplanes (experience), reflecting on outcomes (observation), deriving aerodynamic laws (conceptualization), and testing modified designs (experimentation) demonstrates Kolb's four-stage Experiential Learning Cycle.

270. (D) Play-based, toy-integrated, and story-telling approaches fostering skills
Foundational Literacy and Numeracy (FLN) frameworks require play-based, toy-integrated, and story-telling approaches to foster basic literacy, mathematical fluency, and cognitive skills joyfully in early childhood.

271. (A) Both A and R are true and R is the correct explanation of A
Differentiated assessment promotes equity in inclusive classrooms by offering flexible products and modes for demonstrating core learning standards, accommodating individual learner strengths and needs without compromising core objectives.

272. (A) I and II only
Peer tutoring provides tutees with low-anxiety support while deepening tutors' conceptual understanding through peer instruction. Tutors are student peers, not adult certified teachers, making statement III incorrect.

273. (A) I, II and III only
The TPACK framework represents the intersection of Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Administrative Knowledge is not part of the core TPACK model.

274. (B) ICT-integrated and inquiry-based pedagogy
Utilizing dynamic 3D digital models, virtual tissue dissections, and collaborative case study investigations demonstrates effective integration of ICT tools with inquiry-based pedagogy in science education.

275. (A) Both A and R are true and R is the correct explanation of A
Formative assessment is an integral part of teaching because it provides immediate diagnostic information, enabling teachers to dynamically adapt instruction to meet evolving student learning needs.

276. (A) I and II only
Inquiry-Based Learning begins with curiosity or problem scenarios and relies on student investigation and data analysis. The teacher acts as a facilitator rather than the sole authoritative provider of facts.

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277. (A) I, II, III, IV
The logical sequence of Action Research is: identifying the classroom problem, formulating an action hypothesis and plan, implementing the intervention while collecting data, and reflecting on outcomes to refine practice.

278. (A) Assessment objectivity and reliability
Using detailed scoring rubrics with explicit performance criteria reduces evaluation subjectivity, increases rater consistency, and enhances assessment objectivity and reliability in evaluating complex student projects.

279. (A) I and II only
Problem-Based Learning utilizes authentic, complex, ill-structured problems with multiple plausible solutions. It encourages student-led inquiry rather than memorization of single pre-scripted answers.

280. (B) Simulation Method
The Simulation Method places students in dynamic decision-making roles within operational models of real-world systems, enabling practical decision making and system analysis without actual operational risks.

281. (A) Both A and R are true and R is the correct explanation of A
Competency-based education fosters deep understanding because it emphasizes demonstrated mastery of explicit learning outcomes over superficial syllabus coverage within fixed timeframes.

282. (A) I and II only
The Heuristic Method, created by H.E. Armstrong, promotes independent discovery and scientific attitude, explicitly avoiding continuous direct passive lecturing by the teacher.

283. (D) I, II, III and IV
Combining varied physical movement, intentional vocal pauses, visual aids, probing questions, and positive encouragement cues demonstrates Set Induction, Probing Questioning, Stimulus Variation, and Reinforcement micro-skills simultaneously.

284. (B) Students use self-assessment checklists and journals to reflect on learning
Assessment AS Learning involves students actively monitoring, evaluating, and reflecting on their own learning processes using self-assessment tools, reflective journals, and self-set targets.

285. (A) I and II only
Sports-Integrated Pedagogy leverages physical games to teach subject concepts and build life skills. It can be integrated across academic subjects and is not restricted to physical education classes.

286. (B) Knowledge is represented through visual imagery, spatial models, and diagrams
In Jerome Bruner's theory, the Iconic Stage represents knowledge through visual imagery, mental pictures, diagrams, and spatial organization, transitioning learners from physical action to abstract representation.

287. (A) I and III only
Universal Design for Learning (UDL) provides multiple means of representation, expression, and engagement to remove learning barriers for all students in inclusive mainstream classrooms, not just specialized residential facilities.

288. (C) Structured discussion method
Posing open-ended debate topics, facilitating structured arguments, summarizing key points, and guiding critical analysis of opposing viewpoints exemplifies the Structured Discussion Method.

289. (B) Analyzing breaks information into parts, while Evaluating judges based on criteria
In Bloom's Revised Taxonomy, Analyzing involves decomposing information to understand organizational structure, while Evaluating involves making judgments about value or effectiveness based on explicit standards and criteria.

290. (A) I and II only
Continuous and Comprehensive Evaluation (CCE) involves ongoing assessment across scholastic and co-scholastic domains throughout the year, explicitly rejecting exclusive reliance on single end-of-year examinations.

291. (A) ADDIE Model
Analyzing learner needs, designing objectives, developing materials, implementing instruction, and evaluating outcomes encompass the core five phases of the ADDIE instructional design framework.

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292. (C) Designing a functional rainwater harvesting plan for the school building
Authentic Assessment requires applying knowledge and skills to perform realistic, meaningful tasks in real-world contexts, such as designing a functional rainwater harvesting system for the school facility.

293. (A) I and II only
Project-Based Learning centers around driving real-world questions and sustained multi-step inquiry. It emphasizes collaborative team inquiry guided by facilitators rather than individual silent work.

294. (C) Offering alternative pathways and remedial frames based on specific errors
Norman Crowder's Branching Programmed Instruction differs from linear models by providing alternative pathways and remedial frames based on specific learner choices and diagnostic error patterns.

295. (A) I, II and III only
Jacob Kounin's classroom management model emphasizes proactive strategies like establishing rules, smooth momentum, withitness, and overlapping awareness, while explicitly avoiding reactive harsh punishments.

296. (B) Advance Organizer
Presenting concept maps prior to instruction to visually link prior knowledge with new concepts functions as an Advance Organizer, scaffolding meaningful cognitive reception according to David Ausubel's learning theory.

297. (A) I and II only
The Flipped Classroom shifts direct instruction to individual learning spaces before class, turning classroom time into an interactive space for problem solving rather than silent slide copying.

298. (C) Applying
In Bloom's Revised Taxonomy, Applying involves executing procedures, using knowledge in new situations, and implementing learned rules or algorithms to solve novel concrete problems.

299. (A) I and II only
Toy-Based Pedagogy makes foundational learning joyful, culturally relevant, and holistic through play with indigenous toys, without requiring expensive imported electronic gadgets.

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300. (A) Alignment between learning outcomes, active learning, and criterion assessments
Key indicators of Competency-Based Education include constructive alignment between explicitly defined learning outcomes, active learning experiences, and criterion-referenced assessments of student mastery.

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CHAPTER 03
Learning Theories

1. In the context of learning theories, which school of thought posits that learning is exclusively an observable change in behavior brought about by external stimuli and responses, deliberately omitting internal mental processes?
(A) Behaviorism
(B) Cognitivism
(C) Humanism
(D) Constructivism

2. A school Principal observing a primary classroom notes that the teacher consistently pairs a bell chime with the distribution of lunch trays, resulting in students salivating at the sound of the bell alone. In Ivan Pavlov's classical conditioning paradigm, the sound of the bell after repeated pairings represents the:
(A) Unconditioned Stimulus
(B) Unconditioned Response
(C) Conditioned Stimulus
(D) Conditioned Response

3. In Pavlovian conditioning, when the conditioned stimulus (CS) is presented repeatedly without the unconditioned stimulus (UCS), which phenomenon occurs?
(A) Extinction
(B) Spontaneous recovery
(C) Stimulus generalization
(D) High-order conditioning

4. Consider the following statements regarding Skinner's Operant Conditioning:
I. Positive reinforcement involves adding a desirable stimulus to increase a behavior.
II. Negative reinforcement involves applying an aversive stimulus to decrease a behavior.
III. Negative reinforcement increases the probability of a response by removing an noxious stimulus.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

5. In a school administrative context, a Head of School awards an exemplary attendance certificate to students who achieve 100% attendance each month. From a behavioral perspective, this administrative intervention functions as:
(A) Primary reinforcement
(B) Secondary positive reinforcement
(C) Negative reinforcement
(D) Vicarious punishment

6. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Skinner strongly advocated against the frequent use of corporal punishment in school settings.
Reason (R): Punishment suppresses behavior temporarily but does not eliminate it, and often produces unwanted emotional side effects like aggression and anxiety.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

7. Under Edward Thorndike's Connectionism, which law asserts that when a modifiable connection between a situation and a response is made and accompanied or followed by a satisfying state of affairs, that connection's strength is increased?
(A) Law of Exercise
(B) Law of Readiness
(C) Law of Attitude
(D) Law of Effect

8. Thorndike's "Law of Exercise" was later revised by him because he discovered that:
(A) Practice alone without feedback or reward fails to strengthen neural connections.
(B) Neurological readiness serves as the sole determinant of learning efficiency.

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(C) Punitive feedback is significantly more effective than reward in modifying responses.
(D) The Law of Exercise operates completely independently of the Law of Effect.

9. Which of the following is a major criticism leveled against the behaviorist approach in educational planning and management?
(A) It relies excessively on unobservable mentalistic concepts that cannot be empirically measured.
(B) It neglects internal cognitive processes, creative problem-solving, and learner agency.
(C) It overemphasizes peer collaboration and social negotiation of meaning.
(D) It requires excessive qualitative evaluation methods over quantitative metrics.

10. A teacher rewards a student with a star token for every five correct math problems completed. Which schedule of reinforcement is being implemented in this scenario?
(A) Fixed-Interval
(B) Fixed-Ratio
(C) Variable-Interval
(D) Variable-Ratio

11. Which schedule of reinforcement produces the highest resistance to extinction and steady rates of responding, making it highly relevant in understanding persistent habits?
(A) Variable-Ratio
(B) Fixed-Ratio
(C) Fixed-Interval
(D) Variable-Interval

12. During an annual inspection of a senior secondary school, the Principal observes an English class where the teacher insists on drilling rules of grammar through repetitive mechanical exercises, ignoring student queries about contextual usage. Students appear disengaged and perform poorly on analytical comprehension tests.
Which theoretical deficiency best explains why this pure behaviorist drill-and-practice model fails higher-order language comprehension?
(A) Behaviorism consistently fails to provide immediate, individualized, and meaningful feedback to complex student responses.
(B) Behaviorism assumes learners actively construct knowledge based on prior sociocultural tools.
(C) Behaviorism overemphasizes rote connectionism without developing cognitive schemas required for deep language processing.
(D) Behaviorism lacks a structured system of stimulus presentation.

13. Unlike behaviorism, cognitivism views the learner primarily as an:
(A) Passive recipient who continuously responds automatically to environmental contingencies
(B) Emotional entity driven purely by subconscious needs
(C) Social mediator operating within an isolated cultural vacuum
(D) Active processor of information who constructs internal mental representations

14. According to Jean Piaget, the process by which a child incorporates new information into existing cognitive structures without changing them is known as:
(A) Accommodation
(B) Adaptation
(C) Assimilation
(D) Equilibration

15. When a child modifies an existing mental structure or creates a new one to fit new environmental information, Piaget terms this process:
(A) Assimilation
(B) Accommodation
(C) Centration
(D) Decentration

16. Consider the following characteristics:
I. Development of object permanence
II. Goal-directed behavior
III. Dominance of sensory experiences and motor responses
IV. Pre-operational egocentrism
Which of the above are defining characteristics of Piaget's Sensorimotor Stage?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

17. At which stage of Piaget's cognitive development do children display egocentrism, animism, and irreversibility of thought?
(A) Preoperational Stage
(B) Sensorimotor Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage

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18. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Primary school curricula designed for children aged 7–11 years should extensively use concrete operational aids like manipulative blocks and visual charts.
Reason (R): Children in the concrete operational stage can perform logical mental operations provided they are applied to concrete, tangible objects and events.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. The cognitive ability to understand that the quantitative properties of an object (such as mass, volume, or number) remain invariant despite changes in its appearance or spatial arrangement is termed:
(A) Conservation
(B) Seriation
(C) Transitivity
(D) Classification

20. Hypothetico-deductive reasoning and abstract reflective thinking typically emerge during which stage of Piaget's theory?
(A) Sensorimotor
(B) Preoperational
(C) Concrete Operational
(D) Formal Operational

21. Which pair accurately matches Piaget's cognitive development concept with its definition?
(A) Decentration – Focusing on multiple aspects of a situation simultaneously
(B) Schema – A persistent state of cognitive imbalance caused by novel stimuli
(C) Egocentrism – The capacity to understand another person's perspective easily
(D) Irreversibility – The innate ability to mentally reverse a series of steps or actions

22. Jerome Bruner proposed three modes of cognitive representation. Which of the following represents the correct developmental sequence of these modes?
(A) Symbolic → Iconic → Enactive
(B) Enactive → Iconic → Symbolic
(C) Iconic → Enactive → Symbolic
(D) Enactive → Symbolic → Iconic

23. In Bruner's modes of representation, learning through direct manipulation of objects and physical action corresponds to the:
(A) Symbolic mode
(B) Iconic mode
(C) Abstract mode
(D) Enactive mode

24. Consider the following statements regarding Bruner's "Spiral Curriculum":
I. Any subject can be taught effectively in some intellectually honest form to any child at any stage of development.
II. Topics are introduced at a simple level first and re-visited at higher levels of complexity over time.
III. Ideas are presented in complete isolation to prevent interference between basic and advanced concepts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

25. Which pedagogical approach is most directly associated with Jerome Bruner's model of cognitive learning?
(A) Rote Memory Learning
(B) Discovery Learning
(C) Direct Instruction Model
(D) Operant Conditioning Model

26. A school Principal conducts a curriculum transaction review for Middle School Science. The Principal notices that physics concepts like "force and motion" are introduced in Class VI through physical pushes and pulls, in Class VII through diagrams and vector graphs, and in Class VIII through algebraic formulas ($F = ma$). This curriculum organization best illustrates the application of which educational framework?
(A) Piaget's Developmental Stage Theory of Rigid Age Limits and Cognitive Operations
(B) Bruner's Modes of Representation and Spiral Curriculum
(C) Thorndike's Primary Connectionist Law of Readiness
(D) Skinner's Behavioral Framework of Linear Programmed Instruction

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27. Constructivism as an educational philosophy posits that knowledge is:
(A) Passively absorbed from authoritative sources and prescribed materials
(B) Inherent in the human genome and unfolds automatically with age
(C) Actively constructed by the learner through experience and reflection
(D) A direct copy of external reality stored in long-term memory

28. How does Lev Vygotsky's Social Constructivism differ fundamentally from Jean Piaget's Cognitive Constructivism?
(A) Vygotsky views learning as preceding development through social interaction, whereas Piaget views development as preceding learning.
(B) Vygotsky emphasizes biological maturation over cultural context, whereas Piaget prioritizes social interaction.
(C) Vygotsky considers language to be a mere byproduct of cognitive development, whereas Piaget views language as the primary engine of thought.
(D) Vygotsky rejects the role of scaffolding, whereas Piaget relies heavily on scaffolding.

29. The concept of "Zone of Proximal Development" (ZPD) is defined by Vygotsky as:
(A) The total measured distance between what a learner can accomplish completely independently and what they remain unable to achieve even when provided with expert external assistance.
(B) The distance between the actual developmental level determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.
(C) The maximum IQ score a student can achieve under optimal test conditions.
(D) The physical area in a classroom where optimal peer group interactions take place.

30. Temporary support provided by a teacher or more competent peer that is gradually withdrawn as the learner gains independence is called:
(A) Assimilation
(B) Shaping
(C) Conditioning
(D) Scaffolding

31. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Vygotskian pedagogy, private speech (self-talk) in young children should be encouraged rather than suppressed by teachers.
Reason (R): Private speech serves as an essential tool for self-regulation, cognitive guidance, and problem-solving before it becomes internalized as inner speech.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In Vygotsky's theory, an individual who possesses a higher level of knowledge or skill than the learner regarding a specific task, process, or concept is designated as the:
(A) Advanced Knowledge Provider (AKP)
(B) More Knowledgeable Other (MKO)
(C) Primary Cognitive Facilitator (PCF)
(D) Zone Supervisor (ZS)

33. Which classroom activity is most aligned with social constructivist principles?
(A) Collaborative group work using reciprocal teaching and peer tutoring
(B) Individual silent reading followed by an isolated multiple-choice quiz
(C) Teacher-led lecture with dictation of notes
(D) Rote recitation of multiplication tables in unison

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34. Robert Gagné's Conditions of Learning framework classifies learning outcomes into how many major categories?
(A) Three
(B) Five
(C) Seven
(D) Nine

35. Consider the following learning outcomes identified by Robert Gagné:
I. Intellectual Skills
II. Cognitive Strategies
III. Verbal Information
IV. Motor Skills
V. Attitudes
Which of these constitute Gagné's five domain

categories of learning outcomes?
(A) I, II, and III only
(B) I, III, IV, and V only
(C) I, II, III, IV, and V
(D) II, III, IV, and V only

36. In Gagné's hierarchy of learning, which type of learning forms the most complex, highest-level cognitive capability?
(A) Signal Learning
(B) Chain Learning
(C) Concept Learning
(D) Problem Solving

37. What is the correct chronological sequence of the first three events in Gagné's Nine Events of Instruction?
(A) Presenting the content → Gaining attention → Informing learners of objectives
(B) Gaining attention → Informing learners of objectives → Stimulating recall of prior learning
(C) Informing learners of objectives → Gaining attention → Providing learning guidance
(D) Stimulating recall of prior learning → Gaining attention → Eliciting performance

38. Howard Gardner's Theory of Multiple Intelligences asserts that intelligence is:
(A) Composed of multiple, relatively autonomous intellectual capacities
(B) A single, general unitary factor (g-factor) measurable by standard IQ tests
(C) Entirely determined by environmental socio-economic status
(D) Restricted to linguistic and logical-mathematical abilities only

39. An individual who demonstrates exceptional capacity to analyze their own feelings, values, motives, and self-reflective thought processes displays high strength in:
(A) Interpersonal Intelligence
(B) Intrapersonal Intelligence
(C) Spatial Intelligence
(D) Naturalistic Intelligence

40. A school Principal is reviewing a lesson plan submitted by a secondary school Social Science teacher. The plan focuses solely on memorizing dates of historic events and definitions. The Principal directs the teacher to modify the lesson plan to include cooperative debate, role-playing, and self-reflective journal entries.
Which theoretical synthesis best supports the Principal's administrative direction?
(A) Integrating Gardner's Multiple Intelligences and Vygotskian social constructivism to enhance classroom engagement and cognitive depth.
(B) Applying Skinner's operant conditioning framework to systematically eliminate incorrect student answers through immediate administrative punishment.
(C) Following Pavlov's classical conditioning paradigm to establish automatic, involuntary behavioral responses to key historical terms and dates.
(D) Adopting Thorndike's fundamental Law of Exercise through continuous, highly structured mechanical drill and practice sessions.

41. Which of the following intelligences was added later by Howard Gardner to his original list of seven intelligences?
(A) Musical Intelligence
(B) Bodily-Kinesthetic Intelligence
(C) Spatial Intelligence
(D) Naturalistic Intelligence

42. When designing an inclusive instructional plan for a heterogeneous classroom, a school administrator should advise teachers to:
(A) Use a uniform, highly standardized teaching method targeting the needs of the average student within the classroom only.
(B) Provide differentiated instruction and multi-modal assessment strategies catering to varied intelligences
(C) Exclude students who lack high logical-mathematical aptitude from science activities
(D) Rely exclusively on text-heavy lectures to maintain standardized rigor

43. Consider the following pairs comparing Piaget and Vygotsky:
I. Piaget: Egocentric speech reflects cognitive immaturity $\leftrightarrow$ Vygotsky: Private speech is a self-regulatory tool
II. Piaget: Learning drives development $\leftrightarrow$ Vygotsky: Development drives learning
III. Piaget: Emphasis on universal stages $\leftrightarrow$ Vygotsky: Emphasis on socio-cultural context variations
Which of the pairs given above are correctly matched?
(A) I and II only

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(B) I and III only
(C) II and III only
(D) I, II and III

44. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Constructivist classrooms favor formative evaluation procedures like portfolios, performance tasks, and peer feedback over single high-stakes summative tests.
Reason (R): Constructivism views learning as a continuous, dynamic process of individual and collaborative meaning-making rather than the mere accumulation of isolated facts.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

45. In Piaget's terminology, the state of cognitive harmony achieved when a child's internal schemas successfully explain their external environmental experiences is called:
(A) Equilibration
(B) Centration
(C) Accommodation
(D) Disequilibrium

46. Which learning theorist proposed the concept of "Reciprocal Determinism", arguing that human behavior, cognitive factors, and environmental influences operate as interacting determinants of each other?
(A) B.F. Skinner
(B) Edward Thorndike
(C) Albert Bandura
(D) Jean Piaget

47. Albert Bandura's Social Learning Theory emphasizes that learning can occur without direct behavioral enactment through:
(A) Observational modeling
(B) Systematic operant reinforcement schedules
(C) Classical stimulus pairing
(D) Mechanical repetition

48. Consider the four steps in Bandura's observational learning process:
I. Retention
II. Attention
III. Motivation
IV. Reproduction
Which of the following presents the correct chronological sequence of these steps?
(A) Attention → Retention → Reproduction → Motivation
(B) Retention → Attention → Motivation → Reproduction
(C) Attention → Reproduction → Retention → Motivation
(D) Motivation → Attention → Retention → Reproduction

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49. In a school setting, when a student refrains from breaking school rules after observing a classmate being penalized by the administrator, this is an example of:
(A) Direct Punishment
(B) Vicarious Punishment
(C) Negative Reinforcement
(D) Extinction

50. A Principal in a school notices during routine supervision that a teacher uses a token economy system where students receive plastic chips for maintaining silence, which can later be traded for extra playground time. However, as soon as the token system is paused, student disruptive behavior immediately spikes higher than initial baseline levels.
Which critique of classical operant conditioning principles in school administration does this phenomenon illustrate?
(A) Token economies permanently change cognitive structures.
(B) Negative reinforcement creates permanent self-regulation in learners.
(C) Extrinsic rewards can erode intrinsic motivation, leading to rapid extinction once stopped.
(D) Extrinsic reinforcement significantly enhances deep conceptual understanding and long-term retention across all student age groups.

51. In Thorndike's theory, the "Law of Readiness" implies that:
(A) Learning occurs best when physical muscles are fully developed.
(B) Practice leads directly and automatically to perfection regardless of underlying student motivation or emotional preparedness.
(C) Learning requires formal abstract logical

structures.
(D) When a conduction unit is ready to conduct, conduction is satisfying, and non-conduction causes annoyance.

52. Which term describes the cognitive framework that helps organize and interpret information in memory according to Piaget?
(A) Schema
(B) Paradigm
(C) Operant
(D) Scaffolding

53. The concept of "Reciprocal Teaching", developed by Palincsar and Brown, translates Vygotsky's principles into classroom practice using four key strategies. Which of the following is NOT one of these strategies?
(A) Questioning
(B) Clarifying
(C) Punishing
(D) Summarizing

54. Which of the following represents an incorrect pair of theorist and primary concept?
(A) Lev Vygotsky – Spiral Curriculum
(B) Ivan Pavlov – Classical Conditioning
(C) B.F. Skinner – Operant Conditioning
(D) Howard Gardner – Multiple Intelligences

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Programmed instruction materials developed during the 1960s were largely based on Skinnerian operant principles.
Reason (R): Skinner believed that complex learning tasks should be broken into small, sequential steps (frames) providing immediate feedback and reinforcement to the learner.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Consider the following four classroom instructional strategies:
I. Lecturing non-stop for 45 minutes
II. Modeling problem-solving while thinking aloud
III. Providing guided prompts and gradually fading assistance
IV. Facilitating peer tutoring in heterogeneous groups
Which of the above strategies directly incorporate Vygotskian pedagogical concepts?
(A) I and II only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

57. Which learning theorist emphasized that intellectual growth is characterized by increasing independence of response from the immediate nature of the stimulus, reliant on internal storage of experiences?
(A) B.F. Skinner
(B) Jerome Bruner
(C) Edward Thorndike
(D) Ivan Pavlov

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58. In Gagné's hierarchy of learning, "Signal Learning" is equivalent to which classic learning paradigm?
(A) Thorndike's Trial and Error
(B) Pavlovian Classical Conditioning
(C) Skinnerian Operant Conditioning
(D) Bandura's Observational Learning

59. What type of intelligence in Gardner's framework is highly developed in successful navigators, architects, sculptors, and visual artists?
(A) Bodily-Kinesthetic Intelligence
(B) Spatial Intelligence
(C) Interpersonal Intelligence
(D) Naturalistic Intelligence

60. A Head of Institution evaluates academic diagnostic test results and observes that student performance drops significantly when moving from direct numerical computation questions to word problems requiring abstract logical deduction among Class IX students (ages 14–15). According to Piaget's theory, this deficiency suggests that these students have NOT yet fully transitioned from:
(A) Sensorimotor to Preoperational thought
(B) Preoperational to Concrete Operational thought
(C) Concrete Operational to Formal Operational thought
(D) Symbolic representation to Enactive representation

61. Which of the following is a key tenet of radical constructivism (as advocated by von Glasersfeld)?
(A) Knowledge represents an absolute, objective, and independent external reality that exists completely outside human consciousness.
(B) Knowledge is adaptively constructed by the individual organism based on subjective experience, not discovered as an objective truth.
(C) Knowledge is exclusively constructed socially through language.
(D) Knowledge is purely a collection of conditioned physiological reflexes.

62. In Pavlov's experiments with dogs, the unconditioned response (UCR) was:
(A) Salivation to the sound of the bell
(B) Salivation in response to meat powder
(C) Tail wagging at the sight of the experimenter
(D) Fear response to electric shock

63. When a child calls a four-legged animal like a sheep a "dog" because they already have a mental schema for four-legged domestic animals, this cognitive event represents:
(A) Accommodation
(B) Assimilation
(C) Seriation
(D) Egocentrism

64. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Bruner's concept of Discovery Learning requires the teacher to act as a facilitator rather than an authoritative transmitter of knowledge.
Reason (R): In discovery learning, students are encouraged to manipulate objects, explore questions, and induce general principles through their own inquiry.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. Which of the following correctly identifies the sequence of steps in Gagné's Nine Events of Instruction from event 4 to event 6?
(A) Presenting content → Providing learning guidance → Eliciting performance
(B) Eliciting performance → Providing feedback → Assessing performance
(C) Informing objectives → Presenting content → Enhancing retention
(D) Stimulating recall → Presenting content → Assessing performance

66. A student who excels in understanding social cues, managing interpersonal conflicts, and empathizing with peers possesses high levels of:
(A) Intrapersonal Intelligence
(B) Interpersonal Intelligence
(C) Linguistic Intelligence
(D) Existential Intelligence

67. Consider the following statements regarding Skinner's view on punishment:
I. Punishment rapidly eliminates undesirable habits permanently.
II. Punishment suppresses the behavior while the punishing contingency is present.
III. Punishment can generate negative emotional responses such as fear, anxiety, or resentment toward the teacher.
IV. Punishment teaches the learner what specific positive behavior to perform instead.
Which of the statements given above are correct?
(A) I and IV only
(B) II and III only
(C) I, II and III only
(D) II, III and IV only

68. In Thorndike's experiment with a cat in a puzzle box, learning occurred primarily through:
(A) Sudden cognitive insight
(B) Trial and error with accidental success
(C) Verbal instruction and scaffolding
(D) Observational modeling and social imitation of other cats

69. What cognitive milestone marks the transition from the Sensorimotor Stage to the Preoperational Stage in Piagetian developmental psychology?
(A) Mastery of formal propositional logic
(B) Full mastery of scientific conservation of volume
(C) Emergence of symbolic thought and language
(D) Complete disappearance of emotional attachments

70. A Head of Institution receives a grievance from a parent stating that a Class III teacher repeatedly

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scolds and removes gold stars from a child with special needs whenever the child fails to sit still for 40 minutes continuously.
From a pedagogical and behavioral management standpoint, how should the Principal instruct the teacher?
(A) Approve the teacher's approach as standard extinction.
(B) Advise shifting to positive reinforcement and differential reinforcement of alternative behaviors with movement breaks.
(C) Suspend the student for failing to adapt to classroom norms.
(D) Advise the teacher to double the punitive detention time and mandatory silent writing tasks to enforce strict behavioral modification across all classes.

71. The phenomenon where a response occurs to stimuli that are similar to the original conditioned stimulus is known as:
(A) Stimulus Discrimination
(B) Stimulus Generalization
(C) Spontaneous Recovery
(D) Higher-Order Conditioning

72. In B.F. Skinner's terminology, "shaping" refers to:
(A) Punishing unwanted behaviors until they disappear completely
(B) Systematically reinforcing successive approximations toward a desired target behavior
(C) Pairing a neutral stimulus with an unconditioned stimulus repeatedly under controlled laboratory conditions
(D) Allowing students to discover mathematical rules without assistance

73. Which of the following is an incorrect statement regarding constructivist classroom transaction?
(A) Learning goals are centered around student inquiry and problem solving.
(B) Assessment is integrated with learning rather than treated as a separate end-of-term event.
(C) Knowledge is treated as a fixed, objective body of facts transmitted by authority.
(D) Multiple perspectives and solution paths are actively encouraged.

74. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Multiple Intelligence Theory cautions against evaluating student aptitude solely through paper-and-pencil standardized tests.
Reason (R): Traditional standardized intelligence tests primarily assess linguistic and logical-mathematical abilities, underestimating capabilities in spatial, musical, kinesthetic, and interpersonal domains.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

75. Consider the following cognitive abilities in children:
I. Seriation (ordering objects along a quantitative dimension)
II. Transitivity (logically combining relations to reach conclusions)
III. Class Inclusion (understanding sub-category relationships)
IV. Abstract propositional hypothesis testing
Which of the above abilities typically emerge during Piaget's Concrete Operational stage?
(A) I and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

76. In Bruner's Iconic mode, information is stored primarily as:
(A) Visual imagery and mental pictures
(B) Muscle memories and physical actions
(C) Abstract symbols and words
(D) Mathematical formulas and algorithms

77. Which concept in Vygotsky's theory explains how external cultural tools and social dialogue become converted into internal mental functions?
(A) Assimilation
(B) Internalization
(C) Centration
(D) Generalization

78. According to Gagné, "Intellectual Skills" are organized in a hierarchy from simple to complex. Which of the following represents the correct ascending order?
(A) Discrimination → Concrete Concept →

Defined Concept → Rule → Higher-Order Rule
(B) Rule → Higher-Order Rule → Discrimination → Concept
(C) Higher-Order Rule → Rule → Concept → Discrimination
(D) Concept → Discrimination → Rule → Higher-Order Rule

79. A student who demonstrates remarkable skill in body control, athletics, dance, or fine motor manipulation exhibits high strength in:
(A) Spatial Intelligence
(B) Intrapersonal Intelligence
(C) Bodily-Kinesthetic Intelligence
(D) Logical-Mathematical Intelligence

80. A school Principal observes a Class V science class where students are studying "Plants". The teacher takes the students to the school garden, lets them observe leaf patterns, guides them to categorize leaves in small groups, and leads a discussion linking leaf shapes to sunlight adaptation.
This pedagogical episode best demonstrates an integration of:
(A) Skinner's Operant Conditioning combined with Pavlovian Extinction and Stimulus Generalization
(B) Experiential Learning, Naturalistic Intelligence, and Social Constructivism
(C) Thorndike's Trial and Error and Direct Instruction
(D) Pure Behaviorist Drill and Practice

81. In Pavlov's classical conditioning, "Stimulus Discrimination" occurs when:
(A) The organism responds equally to all similar stimuli.
(B) The organism responds only to a specific conditioned stimulus and not to other similar stimuli.
(C) The conditioned response disappears completely.
(D) An unconditioned stimulus is paired systematically with a second neutral stimulus to form higher-order conditioning.

82. What is the main characteristic of "Premack Principle" (often called 'Grandma's Rule') in behavioral management?
(A) A less preferred activity can be systematically used to reinforce a more preferred high-frequency activity.
(B) A more preferred activity can be used as a reinforcer for a less preferred activity.
(C) Punishment should precede reinforcement in all learning sequences.
(D) Reinforcement must be delivered randomly to be effective.

83. Consider the following statements regarding Jean Piaget's view on language and thought:
I. Thought precedes language development.
II. Language is the primary origin of cognitive structures.
III. Egocentric speech disappears as the child transitions out of the preoperational stage.
Which of the statements given above are correct according to Piaget?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

84. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Vygotsky, learning is most effective when tasks fall within the child's Zone of Proximal Development (ZPD).
Reason (R): Tasks within the ZPD are those that the learner cannot complete independently but can master with structured scaffolding from a More Knowledgeable Other (MKO).
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

85. In Jerome Bruner's model, the "Symbolic" mode of representation relies primarily on:
(A) Direct physical and sensorimotor manipulation of concrete objects
(B) Diagrams, pictures, and mental images
(C) Language, logic, and abstract symbols
(D) Visual-spatial non-verbal constructs

86. Which pair represents an incorrect match between an educational theorist and their core contribution?
(A) Jean Piaget – Stages of Cognitive Development
(B) B.F. Skinner – Operant Conditioning and

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Teaching Machines
(C) Howard Gardner – Theory of Multiple Intelligences
(D) Robert Gagné – Eight Stages of Psychosocial Development

87. In Gagné's Nine Events of Instruction, event number 9, "Enhancing retention and transfer", is best operationalized in classroom practice by:
(A) Turning on the classroom projector to gain attention
(B) Giving students additional practice tasks and real-world application problems
(C) Stating the behavioral objectives clearly at the start of the session
(D) Grading the baseline pre-test

88. According to Gardner, a person who possesses strong sensitivity to spoken and written language, capacity to learn languages, and ability to use language to accomplish goals demonstrates high:
(A) Interpersonal Intelligence
(B) Linguistic Intelligence
(C) Intrapersonal Intelligence
(D) Logical-Mathematical Intelligence

89. Thorndike's "Law of Readiness" emphasizes that:
(A) Learners must achieve complete physical, emotional, and chronological maturity before formally attending primary school.
(B) Motivational readiness and neurological preparedness enhance the satisfying effect of learning experiences.
(C) Practice leads to immediate extinction of errors.
(D) External rewards are unnecessary if readiness is absent.

90. A Head of Institution notices during teacher appraisals that many secondary teachers rely exclusively on lecturing to finish the syllabus quickly. Consequently, students perform poorly on application-oriented questions in examinations.
To align school pedagogy with constructivist and outcome-based frameworks, the Principal should instruct teachers to:
(A) Double the number of weekly direct lectures.
(B) Shift to student-centered inquiry, problem-based learning, and interactive group discussions.
(C) Strictly follow rote memorization of standard solutions.
(D) Conduct daily rigorous surprise multiple-choice diagnostic tests with strict negative marks for incorrect answers.

91. In classical conditioning, spontaneous recovery refers to:
(A) The immediate, total, and permanent disappearance of a previously established conditioned response.
(B) The sudden reappearance of an extinguished conditioned response after a rest period without additional training.
(C) The cognitive and sensory ability to discriminate accurately between two closely similar auditory tones.
(D) The complete failure of an organism to form a strong neural association or condition a neutral stimulus during extensive training.

92. A teacher removes the requirement to complete an extra weekend assignment after the whole class maintains exemplary discipline during a week-long school event. This action represents:
(A) Positive Reinforcement
(B) Positive Punishment
(C) Negative Reinforcement
(D) Extinction

93. Consider the following statements regarding Jean Piaget's preoperational stage:
I. Children exhibit animism (believing inanimate objects have feelings).
II. Children easily master conservation of volume and mass.
III. Children display egocentrism (difficulty taking another's point of view).
IV. Children demonstrate reversible mental reasoning.
Which of the above statements are correct?
(A) I and III only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

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94. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Gagné's hierarchy implies that lower-level learning capabilities must be mastered before higher-order intellectual skills can be acquired.
Reason (R): Complex rules and problem-solving strategies are structurally built upon foundational discriminations, concrete concepts,

113. Consider the following pairs of theorists and key concepts:
I. Ivan Pavlov $\leftrightarrow$ Classical Conditioning
II. B.F. Skinner $\leftrightarrow$ Operant Conditioning
III. Jerome Bruner $\leftrightarrow$ Spiral Curriculum
IV. Lev Vygotsky $\leftrightarrow$ Operant Shaping
Which of the pairs given above are correctly matched?
(A) I and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

114. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Jerome Bruner argued that any subject can be taught effectively in some intellectually honest form to any child at any stage of development.
Reason (R): Human cognitive development proceeds through Enactive, Iconic, and Symbolic representations, enabling complex concepts to be translated into developmentally appropriate modes.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

115. In Gagné's Conditions of Learning, "Cognitive Strategies" refer to:
(A) Automated physical motor movements executed with high physical speed, precision, and muscular coordination
(B) Internal processes by which the learner controls their own thinking, learning, and remembering behaviors
(C) Stored verbal statements of factual knowledge
(D) Emotional attitudes toward an academic subject

116. Which strategy best exemplifies the use of "Scaffolding" in a primary reading classroom?
(A) Giving students an unassisted baseline examination on highly advanced, unfamiliar vocabulary words under strict quiet test conditions.
(B) Asking students to copy words ten times from the board without explanation
(C) Teacher reading aloud, guiding through unknown words, and gradually fading support for independent reading.
(D) Assigning silent reading of unadapted text without teacher intervention

117. Which of the following is a primary characteristic of a constructivist teacher?
(A) Directing all classroom learning tightly and exclusively through monologue lectures
(B) Relying exclusively on summative end-of-year examinations
(C) Minimizing student-to-student interaction during class hours
(D) Encouraging student autonomy, initiative, and critical questioning

118. In Howard Gardner's theory, a student who demonstrates deep interest in questions about human existence, the meaning of life, and mortality is showing high:
(A) Existential Intelligence
(B) Intrapersonal Intelligence
(C) Naturalistic Intelligence
(D) Interpersonal Intelligence

119. Thorndike's "Law of Exercise" consists of two parts: the Law of Use and the Law of:
(A) Readiness
(B) Disuse
(C) Effect
(D) Intensity

120. A school Principal observes a Class X social science lesson. The teacher poses a real-world problem: "How can a major city solve its air pollution crisis during winter?" Students are placed in heterogeneous collaborative groups, provided with raw air quality data, and guided to formulate multi-sectoral policy proposals.
This instructional approach is a classic implementation of:
(A) Problem-Based Learning grounded in Social Constructivism
(B) Skinnerian Linear Programmed Instruction using individual frames and immediate feedback
(C) Pavlovian Classical Reflex Conditioning
(D) Thorndike's Mechanical Connectionism

121. In Pavlovian conditioning, when a conditioned response (CR) is triggered by a tone of $1000Hz$

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104. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Constructivist learning environments emphasize authentic, contextualized tasks over decontextualized skill drills.
Reason (R): Contextualized tasks allow learners to integrate new information into meaningful cognitive schemas and apply knowledge to real-world contexts.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

105. At what stage of Piaget's cognitive development does a child master the concept of object permanence?
(A) Early Preoperational Stage
(B) Late Sensorimotor Stage
(C) Late Concrete Operational Stage
(D) Formal Operational Stage

106. In Vygotsky's framework, "Scaffolding" is most effective when it is:
(A) Tailored to the learner's current need and gradually faded as mastery increases
(B) Kept constant regardless of student performance level
(C) Provided only after a student completely fails a summative test
(D) Uniformly applied to the whole class as a standardized lecture without adapting to individual differences

107. Which of the following is an example of "Positive Punishment"?
(A) Giving a gold star for completing homework
(B) Removing detention time for good conduct
(C) Assigning extra yard-cleaning work to a student who littered
(D) Granting additional extra free play time during the afternoon physical education sports period

108. In Gagné's Nine Events of Instruction, what is the immediate step following "Presenting the stimulus/content"?
(A) Informing the learners of the objective
(B) Providing learning guidance
(C) Eliciting performance
(D) Assessing performance

109. Gardner's concept of "Naturalistic Intelligence" refers to an individual's ability to:
(A) Reflect on spiritual and existential questions
(B) Perform complex mental rotations, spatial transformations, and visual manipulations of 3D geometric shapes
(C) Recognize, categorize, and draw upon features of the natural environment (flora, fauna, ecosystems)
(D) Compose and arrange musical rhythms

110. A Head of Institution conducts an academic review of Class VI Science. The test scores reveal that students can memorize definitions of "ecosystem" but fail to predict what happens to an ecosystem when one predator species is removed.
To resolve this conceptual deficiency using Cognitivist principles, the Principal should advise the teacher to:
(A) Administer more repetitive drill tests on definitions.
(B) Use graphic organizers, conceptual mapping, and cause-effect simulations to build interconnected schemas.
(C) Apply negative reinforcement by deducting recess time.
(D) Increase the pace of monologue lecture delivery systematically to cover more curriculum topics quickly.

111. Thorndike's "Law of Effect" states that responses followed by satisfying outcomes are:
(A) Weakened significantly and less likely to recur in the future
(B) Strengthened and more likely to recur
(C) Immediately forgotten
(D) Rendered independent of future stimuli

112. According to Piaget, egocentrism in the preoperational child refers to:
(A) Selfish emotional behavior, social arrogance, and willful refusal to share classroom toys with peers
(B) Inability to distinguish between one's own perspective and another person's perspective
(C) Narcissistic personality disorder
(D) High self-esteem and confidence in learning tasks

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(D) Recommend replacing all activities with repetitive daily drill worksheets.

131. In Thorndike's theory, the "Law of Multiple Response" states that:
(A) A single behavioral response will automatically and fully satisfy multiple psychological and biological needs simultaneously.
(B) Reinforcement must be multiplied to be effective.
(C) Multiple learners respond identically to the same stimulus.
(D) A learner will attempt various responses when faced with a new situation until a successful response is achieved.

132. Jean Piaget's concept of "Centration" is best defined as:
(A) The advanced cognitive capacity to focus on, process, and integrate multiple dimensions of a complex situation simultaneously.
(B) Centering all classroom learning activities on teacher authority.
(C) The cognitive state achieved after successful accommodation.
(D) The tendency to focus on only one salient aspect of a situation or stimulus while ignoring other relevant aspects.

133. Consider the following statements regarding Lev Vygotsky's theory:
I. Culture plays a fundamental role in shaping cognitive development.
II. Thought and language originate as independent streams and merge around age three.
III. Cognitive development occurs completely independently of social interaction.
IV. The Zone of Proximal Development defines the boundary of potential learning with assistance.
Which of the above statements are correct?
(A) I, II, and IV only
(B) I and III only
(C) II, III, and IV only
(D) I, II, III, and IV

134. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Skinnerian linear programmed instruction allows learners to progress through self-paced learning frames with immediate verification of results.
Reason (R): Immediate knowledge of results acts as a reinforcing stimulus, strengthening the correct response and maintaining motivation.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

135. In Gagné's Conditions of Learning, "Attitudes" are defined as internal states that:
(A) Directly dictate motor muscle performance speed
(B) Influence an individual's personal choices of action toward categories of objects, persons, or events
(C) Store abstract linguistic facts, general principles, and declarative knowledge in long-term memory
(D) Regulate lower-level reflex responses

136. Which pedagogical strategy is LEAST aligned with constructivist learning theories?
(A) Inquiry-based learning projects
(B) Rote memorization of facts for standardized recall tests
(C) Collaborative group problem solving
(D) Authentic multi-dimensional performance assessment tasks and portfolios

137. Which learning theorist stressed that social interaction with parents, teachers, and more knowledgeable peers is the fundamental driver of cognitive development?
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) Edward Thorndike

138. Howard Gardner's Multiple Intelligences Theory suggests that assessment in schools should be:
(A) Restricted exclusively to traditional paper-and-pencil standardized achievement tests
(B) Multi-modal, context-rich, and tailored to assess diverse intelligence profiles
(C) Focused solely on athletic motor skill evaluation
(D) Used to rank and sort students into permanent streams at early ages

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, but NOT by a tone of $500Hz$, the subject is demonstrating:
(A) Stimulus Generalization
(B) Stimulus Discrimination
(C) Extinction
(D) Spontaneous Recovery

122. Which schedule of reinforcement delivers reinforcement after an unpredictable number of responses?
(A) Fixed-Ratio
(B) Variable-Ratio
(C) Fixed-Interval
(D) Variable-Interval

123. Consider the following four cognitive stages described by Jean Piaget:
I. Preoperational
II. Concrete Operational
III. Sensorimotor
IV. Formal Operational
Which of the following presents the correct chronological development sequence?
(A) III → I → II → IV
(B) I → III → II → IV
(C) III → II → I → IV
(D) I → II → III → IV

124. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a constructivist classroom, errors made by students are viewed as valuable windows into their thinking and cognitive structures.
Reason (R): Errors reveal the current stage of student schemas and provide actionable insights for instructional scaffolding and re-equilibration.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

125. In Bruner's model, learning through diagrams, mental images, and visual illustrations belongs to the:
(A) Enactive Mode
(B) Iconic Mode
(C) Symbolic Mode
(D) Abstract Operational Mode

126. What is the main function of the "More Knowledgeable Other" (MKO) in Vygotsky's socio-cultural theory?
(A) To provide standardized marks to students at the end of the term
(B) To enforce strict behavioral compliance and classroom discipline through operant conditioning principles
(C) To guide, model, and scaffold learning within the student's Zone of Proximal Development
(D) To dictate notes for mechanical copying

127. Which of Gagné's Nine Events of Instruction immediately precedes "Eliciting performance"?
(A) Presenting the stimulus material
(B) Giving feedback
(C) Providing learning guidance
(D) Assessing performance

128. An individual who easily composes melodies, detects subtle pitch variations, and understands musical structures displays high:
(A) Musical Intelligence
(B) Spatial Intelligence
(C) Linguistic Intelligence
(D) Logical-Mathematical Intelligence

129. Under Skinner's Operant Conditioning, "Negative Reinforcement" leads to:
(A) Weakening of a targeted behavior by presenting an unpleasant or aversive stimulus
(B) Strengthening of a behavior by removing an unpleasant stimulus
(C) Elimination of a behavior by withholding all rewards
(D) Immediate suppression of responses through physical penalty

130. A Head of Institution is reviewing the lesson plans of Middle School Mathematics teachers. One plan relies exclusively on teacher-led blackboard demonstrations, while another integrates manipulative blocks, peer-led problem solving, and reflective journaling.
In an administrative supervision report, how should the Principal evaluate the second plan?
(A) Reject it as non-standard and time-consuming.
(B) Mandate that the teacher convert all interactive learning tasks immediately into traditional direct monologue lecture format.
(C) Commend it for using multi-modal representations (Bruner) and socio-constructivist active learning principles.

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147. Under classical conditioning, when a CS is repeatedly paired with a new neutral stimulus, causing the new stimulus to elicit the CR, this is known as:
(A) Primary Conditioning
(B) High-Order (Second-Order) Conditioning
(C) Operant Conditioning
(D) Vicarious Reinforcement and Social Modeling

148. In constructivist terminology, "Cognitive Apprenticeship" refers to a process where:
(A) Learners work under a master/expert who models, coaches, and scaffolds complex authentic cognitive tasks.
(B) Students work in industrial factories as part of basic vocational training without any structured academic reflection.
(C) Teachers listen passively while students teach the course.
(D) Students complete mechanical worksheets under strict time limits.

149. According to Thorndike, the strength of a S-R bond increases with frequency of pairing, provided it is accompanied by satisfaction. This integrates the Law of Exercise with the:
(A) Law of Effect
(B) Law of Readiness
(C) Law of Intensity
(D) Law of Primacy

150. A Head of Institution reviews a teacher's lesson plan for Class VI Geography on "Map Reading". The teacher plans to begin by giving students actual compasses to walk around the school playground (Enactive), then have them draw layout maps of the playground (Iconic), and finally calculate distances using map scales and symbols (Symbolic).
The Principal evaluates this plan as highly effective because it follows:
(A) Gagné's Signal Learning Sequence
(B) Bruner's Developmental Modes of Representation
(C) Skinner's Variable Ratio Schedule
(D) Pavlovian High-Order Autonomic Conditioned Reflex Arc

151. Which reinforcement schedule is characterized by delivering a reinforcer after a fixed amount of time has elapsed since the last reinforced response?
(A) Fixed-Ratio
(B) Fixed-Interval
(C) Variable-Ratio
(D) Variable-Interval

152. In Piaget's theory, "Animism" refers to:
(A) The belief that inanimate objects possess lifelike qualities, feelings, and intentions.
(B) The study of animal behavior in natural habitats.
(C) The ability to classify animals into biological taxonomies.
(D) A severe developmental cognitive disorder typically occurring during late adolescence.

153. Consider the following statements regarding Lev Vygotsky's concept of Scaffolding:
I. Scaffolding is permanent support that remains throughout the student's academic life.
II. Scaffolding involves breaking complex tasks into smaller, manageable steps.
III. Prompts, hints, and modeling are common forms of scaffolding.
IV. Scaffolding should be faded as the learner demonstrates increased competence.
Which of the statements given above are correct?
(A) I and II only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

154. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Rote learning and mechanical drills are considered inefficient for long-term conceptual retention in constructivist pedagogy.
Reason (R): Rote learning fails to anchor new ideas into existing cognitive schemas, leading to superficial storage without deep understanding or real-world transfer.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

155. Which of Gagné's Nine Events of Instruction comes FIRST in instructional design?
(A) Informing learners of the objective
(B) Gaining attention

139. In B.F. Skinner's theory, "Extinction" occurs when:
(A) Reinforcement is permanently withheld following a previously reinforced behavior, leading to a decline in response rate.
(B) Severe physical punishment is applied immediately.
(C) A neutral stimulus is repeatedly paired with a strong unconditioned stimulus under precise laboratory conditioning protocols.
(D) Negative reinforcement is converted into positive reinforcement.

140. A Head of Institution observes a teacher struggling with classroom management in Class VIII. Students are off-task and disruptive. The teacher relies on shouting and assigning punitive writing tasks. The Principal advises the teacher to establish clear behavioral expectations, praise positive behavior immediately, and ignore minor off-task behaviors.
The Principal's advice is grounded in which behavioral management strategy?
(A) Pavlovian High-Order Conditioning and Autonomic Reflex Association across continuous sessions
(B) Differential Reinforcement of Desirable Behavior and Extinction of Minor Disruptions
(C) Radical Constructivist Negotiation
(D) Bruner's Spiral Curriculum Design

141. Thorndike's "Law of Analogy" or "Law of Assimilation" explains how a learner:
(A) Responds to a new situation by adopting responses used in similar past situations.
(B) Assimilates new foods into biological schemas.
(C) Uses direct formal deduction and abstract rules to solve complex novel mathematical problems.
(D) Forgets unpracticed connections over time.

142. At which stage of Piaget's cognitive development does a child develop the ability to perform mental operations in reverse (reversibility)?
(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage with Abstract Logic

143. Consider the following statements regarding Bruner's Discovery Learning:
I. Students construct knowledge by discovering relationships and concepts on their own.
II. Teachers provide no structure, goals, or materials, leaving students completely unguided.
III. Guided discovery strikes a balance by offering scaffolding while promoting active student investigation.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

144. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Piaget's theory suggests that formal abstract concepts (such as algebra or theoretical physics) should not be introduced as core requirements prior to early adolescence.
Reason (R): Children in the concrete operational stage lack the neuro-cognitive capacity for hypothetico-deductive reasoning and abstract propositional logic.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

145. In Gagné's Nine Events of Instruction, event number 8 is:
(A) Assessing performance
(B) Eliciting performance
(C) Providing feedback
(D) Enhancing retention and transfer

146. Which of the following is an example of "Intrapersonal Intelligence" according to Gardner?
(A) Ability to lead a student council effectively
(B) High capacity for self-reflection, metacognition, and understanding one's own emotional strengths/weaknesses
(C) Ability to solve highly complex multi-variable calculus equations and advanced abstract algebraic proofs rapidly
(D) Exceptional skill in playing the violin

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and defined concepts.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

95. The concept of "Discovery Learning" advocated by Bruner emphasizes:
(A) Deductive presentation of abstract facts, formal definitions, and explicit principles by the classroom teacher
(B) Passive listening to recorded lectures
(C) Pure behavioral conditioning through external rewards
(D) Inductive reasoning where students discover patterns and concepts through direct investigation

96. Which type of intelligence in Howard Gardner's theory involves capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically?
(A) Logical-Mathematical Intelligence
(B) Spatial Intelligence
(C) Naturalistic Intelligence
(D) Linguistic-Verbal Communication Intelligence

97. In Vygotsky's socio-cultural theory, language development proceeds through three stages in which sequence?
(A) Social speech → Egocentric/Private speech → Inner speech
(B) Inner speech → Private speech → Social speech
(C) Egocentric speech → Social speech → Inner speech
(D) Inner speech → Social speech → Private speech

98. Which of the following is NOT one of Thorndike's secondary/subsidiary laws of learning?
(A) Law of Multiple Response
(B) Law of Effect
(C) Law of Attitude/Set
(D) Law of Analogy/Assimilation

99. In cognitive psychology, "disequilibrium" occurs when:
(A) Assimilation and accommodation processes exist in a state of continuous, perfect cognitive balance.
(B) Incoming environmental information conflicts with existing schemas, driving cognitive adjustment.
(C) A child stops interacting with peers.
(D) Operant reinforcement schedules are varied unpredictably.

100. A Head of Institution observes a Class VII Mathematics class where the teacher provides students with algebra tiles to manipulate (concrete), then draws representative diagrams on the board (visual), and finally introduces algebraic variables x and y (abstract).
This pedagogical progression perfectly operationalizes which framework?
(A) Thorndike's Connectionism
(B) Skinner's Programmed Behavioral Shaping
(C) Bruner's Enactive-Iconic-Symbolic Sequence
(D) Pavlovian High-Order Classical Conditioning of Reflexes

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101. Which learning theory explicitly rejects the reliance on internal mental constructs and focuses entirely on environmental stimuli and observable behavioral responses?
(A) Gestalt Psychology
(B) Radical Behaviorism
(C) Information Processing Theory
(D) Cognitive Constructivism

102. In classical conditioning, when an unconditioned stimulus (UCS) is no longer paired with the conditioned stimulus (CS), which process occurs?
(A) Acquisition
(B) Generalization
(C) Discrimination
(D) Extinction

103. Consider the following statements regarding schedules of reinforcement:
I. Continuous reinforcement is best for establishing a new behavior quickly.
II. Intermittent (partial) reinforcement results in greater resistance to extinction.
III. Fixed-interval schedules produce a characteristic "scallop" pattern in response rate.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

(C) Stimulating recall of prior learning
(D) Presenting the stimulus

156. In Howard Gardner's Multiple Intelligences Theory, an individual with high "Linguistic Intelligence" typically excels at:
(A) Reading, writing, storytelling, and word games
(B) Recognizing plant and animal species
(C) Executing physical athletics and gymnastics
(D) Navigating accurately through unknown geographical terrain

157. Thorndike's puzzle box experiments demonstrated that animal learning is primarily:
(A) Mediated exclusively by sudden cognitive insight and immediate mental restructuring
(B) Incremental, occurring through trial, error, and gradual association building
(C) Facilitated by symbolic communication
(D) Dependent on social imitation of peers

158. In Jean Piaget's formal operational stage, the ability to formulate hypotheses and systematically test them to arrive at a correct solution is called:
(A) Transductive Reasoning
(B) Hypothetico-Deductive Reasoning
(C) Animistic Reasoning
(D) Egocentric Preoperational Reasoning

159. Which concept refers to the assistance provided within the Zone of Proximal Development to enable a student to perform a task beyond their independent ability?
(A) Schema modification
(B) Scaffolding
(C) Operant conditioning
(D) Stimulus generalisation

160. A school Principal observes a Class IV teacher conducting an English class. Whenever a student stumbles over a word, the teacher immediately provides the full correct sentence and asks the whole class to repeat it 10 times in unison. The Principal suggests that the teacher instead provide contextual clues or phonics prompts and allow the individual student time to self-correct. The Principal's recommendation is aimed at transforming the teacher's approach from:
(A) Social constructivism to radical behaviorism
(B) Passive rote repetition to guided scaffolding and cognitive independence
(C) Operant conditioning mechanisms to classical Pavlovian autonomic reflex conditioning
(D) Discovery learning to direct rote memorization

161. What is the primary difference between positive reinforcement and negative reinforcement?
(A) Positive reinforcement increases a behavior; negative reinforcement decreases a behavior.
(B) Positive reinforcement involves presenting a favorable stimulus; negative reinforcement involves removing an unfavorable stimulus.
(C) Positive reinforcement is always delivered continuously following every response; negative reinforcement is delivered intermittently.
(D) Positive reinforcement uses physical rewards; negative reinforcement uses psychological rewards.

162. According to Piaget, when a child experiences cognitive conflict because new information cannot be accommodated or assimilated into existing schemas, the child enters a state of:
(A) Equilibrium
(B) Disequilibrium
(C) Assimilation
(D) Centration

163. Consider the following statements regarding Jerome Bruner's educational philosophy:
I. Learning is an active process in which learners construct new ideas based upon their current/past knowledge.
II. Curriculum should be structured in a spiral manner so that students continually build upon what they have already learned.
III. Abstract concepts should only be taught at the university level.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

164. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Vygotsky's socio-cultural theory, social interaction is not merely an aid to development, but the primary mechanism of cognitive growth.
Reason (R): Higher mental functions develop first on the inter-psychological (social) level before being internalized on the intra-psychological

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(individual) level.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

165. In Gagné's Conditions of Learning, "Verbal Information" refers to:
(A) Stored declarative knowledge and factual information that can be stated or recalled
(B) The execution of physical bodily actions
(C) Cognitive control and internal monitoring of one's own underlying attention processes
(D) Interpersonal negotiation skills

166. Which type of intelligence in Gardner's framework is most prominent in successful scientists, mathematicians, computer programmers, and logicians?
(A) Spatial Intelligence
(B) Logical-Mathematical Intelligence
(C) Bodily-Kinesthetic Athletic Intelligence
(D) Linguistic Intelligence

167. B.F. Skinner developed which mechanical educational device based on operant conditioning principles?
(A) Diagnostic Electroencephalogram
(B) Teaching Machine
(C) Audiovisual Projector
(D) Tachistoscope

168. Which pair represents a correct match between a Jean Piaget concept and its description?
(A) Object Permanence – Understanding that objects continue to exist even when out of sight
(B) Egocentrism – The full understanding that other people naturally possess different points of view
(C) Irreversibility – Ability to mentally undo an action
(D) Conservation – Belief that changing appearance changes quantity

169. What is the main critique of Thorndike's trial-and-error connectionism when applied to complex academic learning in secondary schools?
(A) It overemphasizes cognitive self-regulation.
(B) It treats learning as mechanical stimulus-response pairing, neglecting higher-order conceptual understanding and insight.
(C) It relies far too heavily on Vygotskian peer collaboration, dynamic social interaction, and shared instructional scaffolding.
(D) It demands excessive abstract mathematical reasoning.

170. A Head of Institution notices during classroom monitoring that a Class II teacher uses physical movement, songs, visual picture cards, and manipulative toys to teach foundational literacy and numeracy.
Which theoretical framework validates the teacher's multi-sensory and multi-modal approach for young children?
(A) Skinner's Operant Extinction Model
(B) Bruner's Enactive and Iconic Modes of Representation combined with Gardner's Kinesthetic/Musical Intelligences
(C) Thorndike's Single Stimulus Response Law
(D) Formal Operational Abstract Logic Model and Hypothetico-Deductive Reasoning System designed for older adolescents

171. In classical conditioning, the process of learning to respond to a specific stimulus while ignoring other non-relevant stimuli is termed:
(A) Extinction
(B) Generalization
(C) Discrimination
(D) Habituation

172. A school Principal notices that student tardiness decreases significantly after introducing a policy where latecomers lose 15 minutes of free play during recess. In behavioral terms, losing recess time serves as:
(A) Positive Reinforcement through Verbal Praise
(B) Negative Reinforcement
(C) Negative Punishment (Response Cost)
(D) Extinction

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173. Consider the following elements of Gagné's Nine Events of Instruction:
I. Gaining attention
II. Informing learners of the objective
III. Stimulating recall of prior learning
IV. Presenting the stimulus
V. Providing learning guidance
Which of these represent the correct order of the first five events?
(A) I → II → III → IV → V

(B) II → I → III → IV → V
(C) I → III → II → IV → V
(D) III → I → II → V → IV

174. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Behaviorist learning theories are highly effective for training specific procedural skills, habits, and automated responses.
Reason (R): Behaviorism relies on clear stimulus-response associations, immediate feedback, and systematic schedules of reinforcement.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

175. According to Jean Piaget, "Seriation" refers to the cognitive ability to:
(A) Arrange items quantitatively along a dimension, such as length, weight, or size.
(B) Understand that objects consistently retain their total mass despite outward physical deformation.
(C) Attribute living characteristics to non-living objects.
(D) Solve hypothetical multi-variable equations.

176. Which of the following is an accurate statement about Vygotsky's views on language and thought development?
(A) Language development is completely dependent upon prior chronological and neurological cognitive maturation.
(B) Language is the primary socio-cultural tool that shapes thought and enables self-regulation.
(C) Egocentric speech is useless chatter that should be eliminated by age 4.
(D) Inner speech precedes social speech in young children.

177. In Bruner's Theory of Instruction, "Intuitive Thought" refers to:
(A) Rote mechanical computation using formulas
(B) The leap, gesture, or shortcut to an idea based on deep implicit understanding before formal analysis
(C) Immediate behavioral extinction under punishment
(D) Precise, step-by-step deductive proof strictly following formal symbolic logic rules, steps, and axioms

178. Which category of learning in Robert Gagné's hierarchy involves responding to a class of stimuli with a common characteristic, such as identifying all items that are "triangles"?
(A) Discrimination Learning
(B) Concept Learning
(C) Rule Learning
(D) Problem Solving

179. Howard Gardner's Multiple Intelligences Theory was heavily criticized by traditional psychometricians mainly because:
(A) It relies far too heavily on traditional standardized pencil-and-paper achievement and aptitude testing methods across all age levels.
(B) Many proposed intelligences are viewed as talents or skills rather than distinct capacities backed by g-factor evidence.
(C) It advocates for corporal punishment in schools.
(D) It rejects the role of environmental culture in learning.

180. During an inspection of a senior secondary school, the Principal observes a Class XII Physics class. The teacher presents a complex problem on quantum mechanics, asks students to form hypotheses individually, write reflective steps, and then test their assumptions using simulation software on laptops.
This classroom practice demonstrates alignment with:
(A) Piaget's Formal Operational Stage and Cognitivist Problem Solving
(B) Pavlovian Classical Reflex Conditioning and Autonomic Response Pairing
(C) Thorndike's Trial and Error without feedback
(D) Skinnerian Rote Behavior Modification

181. In operant conditioning, a "Variable-Interval" schedule delivers reinforcement:
(A) After a fixed number of correct responses
(B) After varying numbers of correct responses
(C) After the first response following unpredictable time intervals
(D) After every single correct target response continuously without exception

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In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

235. In Vygotsky's theory, the distance between what a child can achieve independently and what they can achieve with guidance from an MKO is termed:
(A) Zone of Proximal Development
(B) Stage of Formal Operations
(C) Cognitive Schema Assimilation Gap
(D) Conditioned Reflex Range

236. What is the primary focus of "Cognitive Constructivism" as advocated by Jean Piaget?
(A) How individual cognitive structures are constructed by the learner through interaction with the physical environment
(B) How socio-cultural tools and linguistic structures dictate individual neural development and cognitive thinking pathways
(C) How external reinforcers shape observable responses
(D) How mechanical repetition establishes S-R connections

237. In Bruner's cognitive model, the "Enactive Mode" relies primarily on:
(A) Physical actions and motor responses
(B) Visual imagery and spatial arrangements
(C) Abstract linguistic formulas
(D) Logical propositional proofs

238. Which of the following is an example of "Positive Reinforcement"?
(A) Praising a student publicly for turning in a thorough research project
(B) Removing accumulated detention time contingent upon significant improvements in student behavior
(C) Assigning extra homework for missing deadlines
(D) Reprimanding a student in front of the class

239. Thorndike's "Law of Effect" laid the direct foundation for B.F. Skinner's theory of:
(A) Operant Conditioning
(B) Classical Conditioning
(C) Insight Learning
(D) Social Modeling

240. A Head of Institution evaluates academic diagnostic results and notes that Primary School students struggle significantly with multi-step word problems in Mathematics. Teachers report that children can recite algorithm rules but fail to understand what the numbers represent visually.
Based on Bruner's theory, the Principal should advise teachers to:
(A) Double the weekly homework problems.
(B) Introduce concrete visual models (Iconic) and physical counting aids (Enactive) before presenting abstract numeric formulas (Symbolic).
(C) Punish students who fail to memorize algorithms.
(D) Eliminate multi-step word problems completely from the primary school mathematics curriculum and state assessments entirely.

241. In Pavlovian conditioning, when a dog salivates to a bell tone of $1000Hz$ as well as similar tones of $900Hz$ and $1100Hz$, the dog is demonstrating:
(A) Stimulus Generalization
(B) Stimulus Discrimination
(C) Extinction
(D) Spontaneous Recovery

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242. In B.F. Skinner's theory, "Response Cost" is a form of:
(A) Positive Reinforcement
(B) Negative Punishment (removal of a valued reinforcer following an undesirable behavior)
(C) Positive Punishment
(D) Negative Reinforcement involving systematic removal of an unpleasant or aversive stimulus

243. Consider the four statements comparing Piaget and Vygotsky:
I. Piaget emphasized universal developmental stages; Vygotsky emphasized cultural variation.
II. Piaget viewed language as reflecting cognitive development; Vygotsky viewed language as driving cognitive development.
III. Both theorists viewed the learner as an active agent in knowledge construction.
IV. Both theorists believed learning precedes maturation in all contexts.
Which of the statements given above are correct?

(D) Repeated oral chanting of rules during daily assemblies

191. In Ivan Pavlov's experiment, the unconditioned stimulus (UCS) was:
(A) The sound of the metronome/bell
(B) The meat powder placed in the dog's mouth
(C) Involuntary salivation in direct response to the sound of the bell
(D) The lab assistant's footsteps

192. What occurs when a child modifies an existing schema to adapt to a completely new experience that contradicts their prior mental representation?
(A) Cognitive Assimilation
(B) Accommodation
(C) Egocentrism
(D) Habituation

193. Consider the following characteristics of constructivist learning environments:
I. Knowledge is passive and objective
II. Learning is active and learner-centered
III. Collaboration and multi-perspective exploration are emphasized
IV. Teacher acts as an authoritative, unquestioned lecturer
Which of the above statements are correct regarding constructivism?
(A) II and III only
(B) I and IV only
(C) I, II, and III only
(D) II, III, and IV only

194. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Edward Thorndike's early work laid the foundation for modern educational technology and objective test design.
Reason (R): Thorndike emphasized precise measurement, quantitative evaluation, and systematic stimulus-response connectionism in learning.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

195. In Bruner's framework, "Scaffolding" serves to:
(A) Extend the child's reach, enabling them to solve problems they could not handle unassisted
(B) Permanently replace and substitute the student's internal cognitive processing mechanisms
(C) Test the child under strict timed exam conditions without hints
(D) Eliminate all instructional goals in favor of unstructured play

196. According to Gagné's Nine Events of Instruction, "Providing feedback" immediately follows which event?
(A) Eliciting performance
(B) Assessing performance
(C) Presenting stimulus material
(D) Informing objectives

197. Which intelligence type in Gardner's model is strongly associated with skills in dance, sports, surgery, and craft production?
(A) Bodily-Kinesthetic Intelligence
(B) Spatial Intelligence
(C) Interpersonal Intelligence
(D) Logical-Mathematical Intelligence

198. In Skinnerian operant terms, a "Token Economy" implemented across a school functions as a system of:
(A) Primary unconditioned reinforcement
(B) Secondary generalized reinforced behavior modification
(C) Negative punishment procedures administered with physical stimulus removal
(D) Pavlovian classical conditioning

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199. Which Piagetian concept explains a child's inability to understand that a row of 5 coins spread out far apart has the same number of coins as 5 coins placed close together?
(A) Lack of Conservation (due to Centration)
(B) Lack of Object Permanence
(C) Formal Operational Abstract Logical Deduction
(D) Abstract Conceptualization

200. A Principal in a school observes a Class VII Science class studying "Water Conservation". Instead of lecturing from prescribed text, the teacher presents a scenario: "Our school water tanks deplete completely by 1 PM daily. Design a rainwater harvesting plan for our campus."

Students work in teams, interview the school sanitation staff, gather rainfall data, and present proposals.
Which learning model is being actively employed by the teacher?
(A) Operant Conditioning with Continuous Reinforcement
(B) Authentic Problem-Based Constructivist Learning
(C) Thorndike's Trial and Error Drill
(D) Pavlovian Reflex Response Training

201. Which learning theory is best suited for establishing automated safety procedures and fundamental mathematical tables through continuous practice?
(A) Behaviorism
(B) Social Constructivism
(C) Radical Constructivism
(D) Humanistic Learning Theory

202. In classical conditioning, the sound of a bell before any conditioning trial takes place is a:
(A) Conditioned Stimulus
(B) Unconditioned Stimulus
(C) Neutral Stimulus
(D) Conditioned Response

203. Consider the following statements regarding Howard Gardner's Multiple Intelligences Theory:
I. All individuals possess all intelligences in varying profiles of strength.
II. Intelligences can be enhanced and developed through education and experience.
III. Intelligences are completely fixed at birth and cannot change.
IV. Intelligences work together in complex ways to solve real-world problems.
Which of the statements given above are correct?
(A) I, II, and IV only
(B) III only
(C) I and III only
(D) II, III, and IV only

204. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Lev Vygotsky placed immense emphasis on the role of culture and social context in cognitive development.
Reason (R): Cultural tools, including language, counting systems, and art, mediate cognitive processes and shape how an individual thinks.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

205. Jerome Bruner's concept of "Discovery Learning" relies heavily on which type of reasoning?
(A) Deductive Reasoning
(B) Inductive Reasoning
(C) Transductive Reasoning
(D) Syllogistic Reasoning

206. What is the central feature of Gagné's "Rule Learning"?
(A) Simple visual identification of perceptual differences between similar environmental stimuli
(B) Connecting two or more concepts to guide behavior or solve problems (e.g., "If A, then B")
(C) Automatic muscle coordination during athletic tasks
(D) Rote memorization of arbitrary vocabulary words

207. An individual who easily reads maps, visualizes 3D objects mentally, and has an acute sense of direction demonstrates high:
(A) Spatial Intelligence
(B) Bodily-Kinesthetic Intelligence
(C) Logical-Mathematical Intelligence
(D) Naturalistic Intelligence

208. In Thorndike's theory, the "Law of Intensity" (or Law of Vividness) asserts that:
(A) A strong, vivid, or intense impression creates a clearer and more lasting S-R connection than a weak impression.
(B) High volume verbal speech delivered by the teacher automatically produces immediate student understanding.
(C) Intense physical punishment accelerates long-term learning.
(D) Intense drill without rest improves retention exponentially.

209. According to Piaget, a major cognitive attainment of the Concrete Operational Stage (ages 7–11) is:
(A) Hypothetico-deductive reasoning
(B) Decentration and mastery of conservation

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tasks
(C) Complete and permanent elimination of all abstract mental thought processes
(D) Emergence of sensorimotor reflexes

210. A Head of Institution evaluates academic performance and notes that students perform poorly on multi-step reasoning tasks in Class VIII Mathematics. A review shows that math teachers present formulas directly and ask students to solve 30 identical practice questions without discussing underlying mathematical concepts.
To remedy this, the Principal should instruct the department head to redesign lessons based on:
(A) Skinner's drill and continuous reinforcement schedules
(B) Conceptual understanding through Bruner's Enactive-Iconic-Symbolic representations and Gagné's hierarchy of concepts/rules
(C) Increased mechanical repetitive drills and rote written worksheets conducted continuously during extra morning practice periods daily.
(D) Pure Pavlovian classical conditioning of mathematical terms

211. Which schedule of reinforcement provides reinforcement after a fixed number of correct responses?
(A) Fixed-Ratio
(B) Variable-Ratio
(C) Fixed-Interval
(D) Variable-Interval

212. In Jean Piaget's cognitive theory, "Transitivity" refers to the ability to:
(A) Logically combine relations to understand structural conclusions (e.g., if $A > B$ and $B > C$, then $A > C$).
(B) Transfer conceptual knowledge effectively across completely unrelated emotional, aesthetic, and social domains.
(C) Memorize long lists of vocabulary without errors.
(D) Perform bodily movements smoothly in sports.

213. Consider the four statements regarding Vygotsky's Zone of Proximal Development (ZPD):
I. ZPD is a fixed, static metric unique to each child's innate IQ.
II. ZPD represents the learning potential of a child when provided with competent support.
III. ZPD shifts upward as the child masters new skills and concepts.
IV. Effective instruction targets the lower boundary of ZPD where tasks are already fully mastered.
Which of the statements given above are correct?
(A) II and III only
(B) I and IV only
(C) I, II, and III only
(D) II, III, and IV only

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214. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to B.F. Skinner, positive reinforcement is significantly more effective than punishment in establishing long-term desired behaviors in educational management.
Reason (R): Positive reinforcement strengthens desirable target behaviors, whereas punishment merely suppresses undesirable behavior temporarily and introduces negative side effects.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

215. What is the main characteristic of Bruner's "Spiral Curriculum"?
(A) Topics are taught once in complete detail and never revisited.
(B) Key educational ideas are repeatedly revisited across grades with increasing depth, complexity, and abstraction.
(C) Students move in circles without academic progression.
(D) Subjects are kept in strict, isolated administrative compartments without forming any interdisciplinary conceptual links.

216. In Gagné's Nine Events of Instruction, event number 3 is:
(A) Gaining attention
(B) Stimulating recall of prior learning
(C) Presenting new stimulus content systematically
(D) Eliciting performance

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

254. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Vygotskian pedagogy, dynamic assessment is preferred over traditional static IQ testing.
Reason (R): Dynamic assessment evaluates a child's Zone of Proximal Development by measuring performance both independently and with structured guidance.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

255. Jerome Bruner proposed that learning in the classroom should proceed inductively through:
(A) Direct monologue lectures
(B) Discovery learning and problem inquiry
(C) Mechanical repetition of foundational mathematical tables
(D) Unconditioned reflex pairing

256. Howard Gardner's theory identifies which intelligence as crucial for authors, poets, speakers, and translators?
(A) Linguistic Intelligence
(B) Logical-Mathematical Intelligence
(C) Interpersonal Intelligence
(D) Spatial Intelligence

257. In classical conditioning, "Unconditioned Response" (UCR) is an:
(A) Involuntary, unlearned innate reaction to an unconditioned stimulus
(B) Action learned after repeated reinforcement
(C) Involuntary physiological response elicited by a conditioned stimulus
(D) Operant behavior shaping target

258. In Jean Piaget's formal operational stage, adolescent egocentrism often manifests as two distinct psychological concepts: the "Imaginary Audience" and the:
(A) Personal Fable
(B) Object Permanence
(C) Concrete Conservation
(D) Transitive Inference

259. The instructional technique of breaking a complex task into manageable parts and offering prompts that are faded over time is called:
(A) Shaping
(B) Scaffolding
(C) Assimilation
(D) Extinction

260. A Head of Institution conducts a supervisory check of a Class V Social Studies class. The teacher asks students to work in mixed-ability groups to create a model budget for a household. High-achieving students guide peers through arithmetic calculations while peers contribute ideas on expenditure priorities.
This instructional format represents an application of:
(A) Vygotsky's Social Constructivism, Peer Tutoring, and More Knowledgeable Others (MKOs)
(B) Skinnerian Linear Programmed Instruction featuring individualized self-paced frames
(C) Pavlovian Classical Reflex Conditioning
(D) Thorndike's Trial and Error without Feedback

261. In operant conditioning, "Positive Reinforcement" involves:
(A) Adding a rewarding stimulus following a target behavior to increase its frequency
(B) Removing a favorable rewarding stimulus contingent upon an undesirable behavior to decrease its frequency
(C) Applying an unpleasant stimulus to stop a behavior
(D) Withholding all external feedback

262. According to Piaget, during which stage does a child begin to engage in pretend play, symbolic representation, and language acquisition, while remaining egocentric?
(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage

263. Consider the following statements regarding B.F. Skinner's Operant Conditioning:
I. Reinforcement increases the likelihood of a behavior recurring.

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tools of culture through interaction
(C) Unconscious psychological impulses
(D) Direct Pavlovian autonomic reflexes

226. According to Lev Vygotsky, "Private Speech" in young children:
(A) Is a sign of cognitive delay or social regression.
(B) Serves as an essential internal self-regulatory tool for planning and guiding action.
(C) Should be systematically discouraged by classroom teachers in order to maintain quiet, disciplined classrooms.
(D) Replaces social speech completely by age 2.

227. In Howard Gardner's Multiple Intelligences framework, which intelligence involves sensitivity to rhythm, pitch, meter, tone, melody, and timbre?
(A) Musical Intelligence
(B) Spatial Intelligence
(C) Linguistic Intelligence
(D) Bodily-Kinesthetic Intelligence

228. Thorndike's "Law of Exercise" posits that:
(A) Connections between stimulus and response are strengthened with use and weakened with disuse.
(B) Physical exercise and bodily movement are strictly essential prior to attempting complex intellectual tasks.
(C) Punishment exercises the cognitive brain faster than reward.
(D) Learning is independent of repetitive practice.

229. Piaget's concept of "Schema" can be best described as:
(A) An organized mental representation or building block of knowledge used to understand and interpret experiences.
(B) An explicit behavioral contract signed by parents.
(C) A quantitative statistical score derived directly from standard psychometric individual intelligence test batteries.
(D) An automatic physical reflex.

230. A Head of Institution receives a parent complaint that a Middle School teacher assigns repetitive writing of lesson pages 50 times as punishment for talking in class. The parent claims the child now hates the subject.
Applying behavioral principles, how should the Principal address this issue with the teacher?
(A) Endorse the punishment as effective behavior modification.
(B) Instruct the teacher to stop using academic content as punishment, as it creates a conditioned negative aversion (Pavlovian) toward the subject.
(C) Increase the mandatory written assignment to 100 copies daily to ensure strict behavioral compliance and classroom discipline.
(D) Ignore the complaint entirely.

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231. In operant conditioning, a "Variable-Ratio" schedule is exemplified by:
(A) Slot machines / gambling, where payouts occur after an unpredictable number of responses
(B) Weekly paychecks
(C) Factory piece-work manufacturing where assembly line workers are paid a fixed bonus per 10 completed items
(D) Pop quizzes administered exactly every Friday morning

232. At which stage of cognitive development according to Piaget do children develop the capacity for "transitive inference" and "classification"?
(A) Sensorimotor
(B) Preoperational
(C) Concrete Operational
(D) Formal Operational Stage

233. Consider the following statements regarding Robert Gagné's Nine Events of Instruction:
I. Event 1 is Gaining Attention.
II. Event 5 is Providing Learning Guidance.
III. Event 7 is Eliciting Performance.
IV. Event 9 is Enhancing Retention and Transfer.
Which of the statements given above are correct?
(A) I and II only
(B) III and IV only
(C) I, II, III, and IV
(D) I, III, and IV only

234. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Howard Gardner's Multiple Intelligences Theory promotes the use of diversified teaching strategies in K-12 classrooms.
Reason (R): Students possess varied intelligence profiles and learn more effectively when instruction engages their specific cognitive strengths.

217. A student who demonstrates remarkable ability to understand other people's motives, feelings, and intentions and excels in group leadership exhibits strong:
(A) Interpersonal Intelligence
(B) Intrapersonal Intelligence
(C) Spatial Intelligence
(D) Linguistic Intelligence

218. Thorndike's experiments using puzzle boxes laid the primary empirical foundation for:
(A) Operant Conditioning and Behaviorism
(B) Cognitive Gestalt Insight Learning
(C) Psychoanalytic Education Model
(D) Socio-Cultural Constructivist Educational Model

219. According to Jean Piaget, "Accommodation" takes place when a child:
(A) Fits new incoming environmental information directly into an existing schema without modifying it.
(B) Modifies existing cognitive schemas or creates new ones in response to novel environmental input.
(C) Refuses to learn new material.
(D) Relies purely on sensorimotor reflexes.

220. A school Principal observes a Class III classroom. The teacher is introducing "Fractions". The teacher gives children paper circles to fold and cut into equal halves and quarters, then asks them to draw shaded circles in their notebooks, and finally writes $\frac{1}{2}$ and $\frac{1}{4}$ on the board.
This pedagogical sequence reflects:
(A) Skinner's Programmed Behavior Modification and Frame-by-Frame Shaping Model
(B) Bruner's Enactive → Iconic → Symbolic Progression
(C) Pavlovian Classical Reflex Pairing
(D) Thorndike's Mechanical Connectionism

221. In classical conditioning, "Extinction" occurs when:
(A) The Conditioned Stimulus is repeatedly presented without the Unconditioned Stimulus.
(B) The Unconditioned Stimulus is continuously presented without any pairing with the Conditioned Stimulus.
(C) Two conditioned stimuli are presented simultaneously.
(D) Physical punishment is administered immediately.

222. In Skinner's operant terms, a "Primary Reinforcer" is one that:
(A) Satisfies a basic biological need (e.g., food, water) without prior learning
(B) Acquires reinforcing value through repeated pairing and association with money, tokens, or grades
(C) Decreases response probability over time
(D) Functions only in adult learners

223. Consider the following statements regarding Jean Piaget's stages of cognitive development:
I. Object permanence develops during the Sensorimotor Stage.
II. Conservation of mass is achieved in the Preoperational Stage.
III. Abstract logic emerges during the Formal Operational Stage.
IV. Egocentrism is a key feature of the Preoperational Stage.
Which of the statements given above are correct?
(A) I, III, and IV only
(B) I and II only
(C) II, III, and IV only
(D) I, II, III, and IV

224. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Gagné's model, informing learners of the learning objectives before delivering content enhances instructional effectiveness.
Reason (R): Clarifying objectives activates the learner's expectancy and helps orient their cognitive attention toward key learning outcomes.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

225. Jerome Bruner's model of cognitive development emphasizes that cognitive growth is driven by:
(A) Automatic biological unfolding of cognitive structures independent of language, social context, or culture
(B) Increased mastery of symbolic systems and

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(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

244. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Constructivist teaching practices encourage dialogue, collaborative problem-solving, and reflective inquiry among students.
Reason (R): Learning is an active, social process of constructing meaning rather than a passive absorption of unexamined facts.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

245. In Gagné's hierarchy of learning, "Discrimination Learning" involves:
(A) Learning to make different responses to different stimuli that may resemble one another
(B) Generating complex higher-order principles
(C) Executing highly automated physical motor skills such as running, jumping, or balancing smoothly
(D) Reciting historical facts verbatim

246. Which intelligence in Howard Gardner's theory reflects high capacity for self-awareness, metacognition, and understanding one's own motives and emotions?
(A) Interpersonal Intelligence
(B) Intrapersonal Intelligence
(C) Spatial Intelligence
(D) Existential Metacognitive Intelligence

247. In Jerome Bruner's representation model, "Iconic Representation" relies on:
(A) Direct bodily actions
(B) Mental images and visual representations
(C) Abstract language symbols and grammatical syntax
(D) Mathematical formulas

248. Which learning theorist coined the term "Zone of Proximal Development"?
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) Jerome Bruner

249. In Thorndike's theory, when a connection between a stimulus and response is not practiced over time, that connection weakens. This is known as the:
(A) Law of Effect
(B) Law of Disuse
(C) Law of Readiness
(D) Law of Attitude

250. A school Head of Institution observes a Class IX Science class where the teacher introduces the topic "Structure of the Atom". The teacher begins by asking students what they already know about subatomic particles, records their prior mental ideas on the board, and uses these ideas to build a conceptual bridge to atomic models.
This instructional approach is grounded in:
(A) Behaviorist Operant Conditioning and Systematic Frame-based Shaping
(B) Constructivist Prior-Knowledge Activation and Schema Building
(C) Pavlovian Classical Conditioning
(D) Thorndike's Mechanical Connectionism

251. Which term describes B.F. Skinner's approach to studying behavior without making inferences about internal mental states?
(A) Methodological Behaviorism
(B) Radical Behaviorism
(C) Social Learning Theory
(D) Gestalt Psychology

252. According to Piaget, a child who believes that breaking a glass into five small pieces creates "more glass" than the original intact piece lacks:
(A) Object Permanence
(B) Conservation
(C) Symbolic Thought
(D) Sensorimotor Reflexes

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253. Consider the following statements regarding Gagné's Conditions of Learning:
I. Learning outcomes are divided into 5 distinct domains.
II. Gagné identified 9 internal and external Events of Instruction.
III. Problem Solving is the lowest level in Gagné's cognitive hierarchy.
Which of the statements given above are correct?

182. Which concept in Piaget's theory represents the mechanism through which children transition from one cognitive stage to the next?
(A) Continuous Reinforcement
(B) Equilibration
(C) Classical Extinction
(D) Stimulus Generalization

183. Consider the following classroom activities:
I. Peer tutoring in small mixed-ability groups
II. Teacher dictating answers for students to memorize silently
III. Reciprocal teaching in reading comprehension groups
IV. Dynamic assessment measuring learning potential with prompts
Which of the above activities are based on Vygotskian principles?
(A) I, III, and IV only
(B) II and IV only
(C) I and II only
(D) I, II, III, and IV

184. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Formative assessment strategies align naturally with constructivist pedagogical principles.
Reason (R): Formative assessments provide continuous qualitative feedback, enabling learners to adjust their cognitive mental models and scaffold further learning.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

185. In Jerome Bruner's theory, the stage where a child represents information through physical manipulation of objects is the:
(A) Enactive Mode
(B) Iconic Mode
(C) Symbolic Mode
(D) Formal Operational Mode

186. According to Gagné, "Motor Skills" are learned capabilities that are reflected in:
(A) Automated fluid physical movements requiring neuromuscular coordination
(B) Recitation of historical dates
(C) Verbal reasoning and debates
(D) Internal metacognitive monitoring and strategic executive planning mechanisms

187. In Gardner's Theory of Multiple Intelligences, a student who is deeply attuned to natural phenomena, weather patterns, species classification, and ecological preservation exhibits high:
(A) Naturalistic Intelligence
(B) Spatial Intelligence
(C) Existential Intelligence
(D) Bodily-Kinesthetic Intelligence

188. Which of the following is a key feature of "Linear Programming" designed by B.F. Skinner?
(A) Every learner follows the exact same sequence of small frames at their own individual pace.
(B) Learners jump randomly across frames based on emotional mood.
(C) Branching paths are provided for wrong answers with detailed remedial sub-lessons.
(D) Content is presented in large, unstructured textbook chapters without providing any immediate feedback to the learner.

189. In Thorndike's Connectionism, "Law of Readiness" suggests that forcing a student to learn a concept when they are not neurologically or motivationally prepared leads to:
(A) Enhanced long-term retention and deeply satisfying psychological feelings
(B) Frustration, annoyance, and ineffective learning
(C) Immediate classical conditioning
(D) Rapid discovery learning

190. A school Principal notices that Middle School English results show strong performance in grammar rule recitation, but severe weaknesses in original essay writing and critical passage analysis.
To improve higher-order application, the Principal should advise English teachers to integrate:
(A) More mechanical fill-in-the-blank grammar drill worksheets and sentence repetition exercises
(B) Constructivist writing workshops, peer editing, and authentic reader-response journal tasks
(C) Severe negative marking for minor spelling mistakes

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II. Punishment increases the likelihood of a behavior recurring.
III. Negative reinforcement is identical to punishment.
IV. Extinction occurs when reinforcement is no longer delivered following a behavior.

Which of the statements given above are correct?
(A) I and IV only
(B) I and II only
(C) II and III only
(D) I, III, and IV only

264. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Jerome Bruner's Spiral Curriculum model supports continuous lifelong learning and depth of conceptual understanding.
Reason (R): Core concepts are revisited across grade levels with increasing levels of cognitive complexity and dynamic representation.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

265. In Gagné's Nine Events of Instruction, event number 6 is:
(A) Presenting the stimulus material
(B) Providing learning guidance
(C) Eliciting performance
(D) Giving feedback

266. A student who demonstrates exceptional talent in sports, athletics, gymnastics, and physical coordination exhibits high:
(A) Bodily-Kinesthetic Intelligence
(B) Spatial Intelligence
(C) Interpersonal Social Intelligence
(D) Naturalistic Intelligence

267. Thorndike's "Law of Readiness" emphasizes the role of:
(A) Motivation and physical/neurological preparedness in learning
(B) External standardized paper-and-pencil achievement testing
(C) Rote mechanical exercise
(D) Cognitive disequilibrium

268. In constructivist theory, learning is viewed as:
(A) Active construction of mental meaning through experience, interaction, and reflection
(B) Passive absorption of external factual knowledge transmitted directly from classroom textbooks
(C) Automatic physiological reflex conditioning
(D) Mechanical copying of teacher notes

269. What cognitive limitation in Piaget's preoperational stage causes a child to believe that inanimate objects like clouds or sun have intentions and feelings?
(A) Egocentrism
(B) Animism
(C) Centration
(D) Irreversibility

270. A Head of Institution observes a Class VI English lesson where the teacher introduces new vocabulary by pairing words with vivid picture slides (Iconic), having students act out word meanings in small groups (Enactive), and asking them to write original sentences (Symbolic).
The Principal evaluates this lesson as:
(A) Pedagogy aligned with Bruner's multi-modal cognitive representations.
(B) Ineffective instructional practice because it departs completely from mechanical dictionary copying.
(C) Pure behaviorist stimulus-response drilling.
(D) Violating central curriculum guidelines.

271. In classical conditioning, "Higher-Order Conditioning" occurs when:
(A) A previously conditioned stimulus is paired with a new neutral stimulus to create a second conditioned stimulus.
(B) Unconditioned stimuli are removed entirely.
(C) Punishment is added to classical conditioning.
(D) Operant voluntary responses completely replace simple autonomic involuntary physiological reflexes during training.

272. In B.F. Skinner's theory, "Shaping" is also known as the method of:
(A) Successive Approximations
(B) Classical Pairing
(C) Trial and Error
(D) Vicarious Social Reinforcement

273. Consider the following statements regarding Piaget's Formal Operational Stage:

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and Problem-Based Pedagogy
(B) Skinner's Linear Behavioral Programmed Instruction
(C) Thorndike's Mechanical Trial and Error Drill conducted in isolation without any peer social interaction
(D) Pavlovian Autonomic Reflex Conditioning

291. In B.F. Skinner's terminology, "Negative Punishment" involves:
(A) Removing a pleasant stimulus to decrease an undesirable behavior
(B) Presenting an unpleasant stimulus to decrease an undesirable behavior
(C) Removing an unpleasant stimulus to increase a desirable behavior
(D) Presenting a pleasant stimulus to increase a desirable behavior

292. According to Jean Piaget, "Conservation" tasks test a child's understanding that:
(A) Quantitative attributes (mass, volume, length, number) remain unchanged despite changes in outward physical appearance.
(B) Energy can neither be created nor destroyed.
(C) Natural environmental resources must be systematically preserved and strictly conserved for future human generations.
(D) Language structures are universally inherited.

293. Consider the following statements regarding Gagné's Nine Events of Instruction:
I. Events 1 to 3 prepare the learner for instruction.
II. Events 4 to 7 cover presentation, guidance, performance, and feedback.
III. Events 8 and 9 focus on assessment and enhancing retention/transfer.
Which of the statements given above are correct?
(A) I, II, and III
(B) I and II only
(C) II and III only
(D) I and III only

294. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Jerome Bruner's framework, discovery learning promotes higher intellectual retention and intrinsic motivation.
Reason (R): When learners discover concepts independently through inquiry, they organize information into deep cognitive schemas and gain confidence in their own problem-solving abilities.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

295. In Lev Vygotsky's theory, the primary function of speech in early childhood (up to age 3) is:
(A) Communicative and social interaction with caregivers
(B) Internal silent metacognitive planning, self-reflection, and executive control
(C) Abstract mathematical reasoning
(D) Complete emotional suppression

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296. An individual who demonstrates exceptional understanding of biological ecosystems, species classification, and environmental conservation displays high strength in Gardner's:
(A) Naturalistic Intelligence
(B) Spatial Intelligence
(C) Existential Intelligence
(D) Intrapersonal Intelligence

297. In Thorndike's connectionism, the S-R connection is strengthened primarily when the response is accompanied or followed by:
(A) A satisfying state of affairs
(B) An annoying state of affairs
(C) Immediate, severe physical punishment
(D) No outcome or neutral stimulus

298. Which concept describes a learner's ability to monitor, evaluate, and direct their own cognitive thinking processes?
(A) Metacognition
(B) Behavior Shaping
(C) Classical Reflex
(D) Vicarious Punishment

299. In Piaget's Theory of Cognitive Development, "Reversibility" refers to:
(A) The mental ability to reverse an action or sequence of operations back to its starting point.
(B) The physical ability to walk backwards smoothly.
(C) Reversing behavioral punishments into rewards.
(D) Unlearning previously established classical

(B) Unbroken flat response line
(C) Rapid extinction curve
(D) Immediate behavioral response spike accompanied by zero post-reinforcement pause

282. Which cognitive milestone enables a concrete operational child to understand that if $A = B$ and $B = C$, then $A = C$?
(A) Transitivity
(B) Animism
(C) Egocentrism
(D) Object Permanence

283. Consider the following statements regarding Lev Vygotsky's socio-cultural theory:
I. Cognitive development is socially mediated and culturally context-bound.
II. Language is the primary psychological tool for cognitive development and self-regulation.
III. Children learn best when working in isolation without adult guidance.
IV. Learning leads development within the Zone of Proximal Development.
Which of the statements given above are correct?
(A) I, II, and IV only
(B) III only
(C) I and III only
(D) II, III, and IV only

284. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Applying negative reinforcement in school administration increases the likelihood of a target behavior recurring.
Reason (R): Negative reinforcement removes an unpleasant or noxious stimulus contingent upon the execution of the target behavior.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

285. In Gagné's Nine Events of Instruction, event number 7 is:
(A) Eliciting performance
(B) Presenting stimulus
(C) Informing objectives
(D) Assessing student performance

286. What type of intelligence in Gardner's framework is most prominent in effective counselors, leaders, diplomats, and teachers?
(A) Interpersonal Intelligence
(B) Intrapersonal Intelligence
(C) Logical-Mathematical Intelligence
(D) Spatial Intelligence

287. In Jean Piaget's theory, "Decentration" refers to the ability to:
(A) Focus on multiple aspects of a situation simultaneously rather than focusing on only one feature
(B) Center all perceptual and cognitive attention strictly on a single salient stimulus feature
(C) Relocate to a new school environment without anxiety
(D) Memorize mathematical formulas vertically

288. Thorndike's "Law of Attitude" or "Law of Set" states that:
(A) Learning is influenced by the learner's overall attitude, predisposition, or emotional state prior to the learning activity.
(B) Attitude has no bearing on connection strength.
(C) Having a positive emotional attitude completely eliminates the ongoing structural need for external behavioral reinforcement.
(D) Attitude is purely a physiological reflex.

289. Which learning theoretical school asserts that human beings learn by observing the behaviors, attitudes, and outcomes of others in social contexts?
(A) Social Learning Theory / Social Cognitive Theory
(B) Radical Behaviorism
(C) Classical Pavlovian Conditioning and Autonomic Reflex Association
(D) Structural Cognitivism

290. A Head of Institution observes a Class X Social Science lesson where the teacher assigns a project titled "Urban Waste Management". Students must survey their local neighborhood, interview municipal officers, collaborate in teams to propose sustainable waste disposal systems, and present their findings to the school assembly. This instructional approach exemplifies an integration of:
(A) Social Constructivism, Authentic Learning,

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ANSWERS

1. (A) Behaviorism
Behaviorism is an educational and psychological learning theory that focuses exclusively on observable, measurable changes in behavior resulting from environmental stimuli and responses. This perspective deliberately excludes internal cognitive functions, mental representations, conscious thought processes, and subjective mental states, treating the learner's mind as an unobservable black box governed strictly by external environmental conditioning mechanisms.

2. (C) Conditioned Stimulus
In classical conditioning, a conditioned stimulus begins as a neutral environmental trigger that produces no automatic reflex response. Through systematic, repeated pairings with an unconditioned stimulus that naturally evokes an involuntary biological reaction, the neutral stimulus acquires the capability to elicit that identical involuntary physiological response independently, thereby becoming a fully established conditioned stimulus.

3. (A) Extinction
Extinction occurs in classical conditioning when a previously established conditioned stimulus is continuously presented in the absence of the unconditioned stimulus. Over successive trials, the associative connection between the two stimuli weakens systematically, eventually causing the conditioned physiological response to diminish progressively and cease entirely, returning the organism to its pre-conditioned behavioral baseline state.

4. (B) I and III only
Positive reinforcement strengthens a target behavior by introducing a desirable stimulus following the desired action. Negative reinforcement also increases response frequency, but does so by removing or avoiding an unpleasant or aversive stimulus when the response occurs. Applying an aversive stimulus to reduce behavior represents positive punishment rather than negative reinforcement principles.

5. (B) Secondary positive reinforcement
Secondary reinforcement involves stimuli that acquire reinforcing qualities through learned association with primary biological needs or existing rewards. Certificates function as secondary positive reinforcers because their motivational value is learned social recognition. When presented following a desired behavior like perfect attendance, they introduce a desirable incentive that serves to increase future occurrences of that behavior.

6. (A) Both A and R are true and R is the correct explanation of A
Operant conditioning research demonstrates that physical punishment merely suppresses undesirable actions temporarily while the punishing agent is present, rather than permanently eliminating the behavioral habit. Furthermore, punitive interventions frequently generate harmful emotional reactions, such as severe anxiety, fear, and aggressive tendencies, leading behavioral theorists to strongly advocate against using physical punishment in schools.

7. (D) Law of Effect
Edward Thorndike formulated the Law of Effect within connectionist learning theory to explain how stimulus-response associations are modified. It establishes that responses followed immediately by a satisfying or pleasant state of affairs become more firmly linked to the situation, increasing their likelihood of repetition, whereas responses producing discomfort or annoyance experience weakened neural connections.

8. (A) Practice alone without feedback or reward fails to strengthen neural connections.
Thorndike revised his original Law of Exercise after experimental evidence revealed that simple repetition or practice alone does not automatically strengthen stimulus-response connections. Repeated performance without informative feedback, knowledge of results, or satisfying consequences yields no significant learning improvement, proving that exercise must be coupled with affective outcomes or feedback to effectively reinforce learning.

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conditioning through repetitive laboratory extinction trials.

300. A School Principal conducts an annual evaluation of classroom instructional quality across primary and secondary wings. The Principal notes that classrooms achieving the highest student learning outcomes combine hands-on concrete materials (Bruner/Piaget), peer collaborative problem solving within ZPD (Vygotsky), multi-modal intelligence options (Gardner), and clear structured learning goals with feedback (Gagné). This comprehensive supervisory finding supports an administrative policy that advocates for:

(A) An eclectic, multi-theoretical, integrative pedagogical model tailored to learner development and diverse cognitive needs.

(B) Strict administrative adherence to exclusive Skinnerian operant behavior modification principles across all school academic subjects.

(C) Universal reliance on traditional monologue lectures without assessment.

(D) Total elimination of theoretical frameworks in school management.

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limitations. Children at this stage display egocentrism, struggling to perceive perspectives other than their own, animism, attributing lifelike qualities to non-living objects, and irreversibility, the inability to mentally reverse a sequence of physical steps or operations.

18. (A) Both A and R are true and R is the correct explanation of A
Children in the concrete operational stage, typically aged seven to eleven years, possess logical reasoning capabilities that remain dependent on concrete, tangible objects and observable events. Instructional designs for primary classrooms must incorporate physical manipulatives, concrete models, and visual aids, providing the essential empirical support required for young learners to execute logical mental operations successfully.

19. (A) Conservation
Conservation is the cognitive operational ability to realize that basic quantitative attributes of an object, such as mass, volume, length, or number, remain strictly unchanged despite superficial alterations in its physical shape, perceptual appearance, or spatial arrangement. Mastering conservation marks a critical milestone in transitioning from preoperational intuitive thought to concrete operational logical reasoning.

20. (D) Formal Operational
During the formal operational stage, beginning around age twelve and continuing through adulthood, individuals develop the capacity for high-level abstract thinking, systematic scientific logic, and reflective reasoning. Learners at this stage can construct abstract hypotheses, evaluate counterfactual propositions, and systematically test hypothetico-deductive statements without requiring immediate reference to concrete physical objects or tangible experiences.

21. (A) Decentration – Focusing on multiple aspects of a situation simultaneously
Decentration describes the cognitive progress where a child overcomes single-feature centration by attending to multiple salient aspects of a problem or situation simultaneously. This ability allows learners to balance changes in height against changes in width, forming the cognitive foundation required to master logical tasks such as conservation, classification, and multi-variable problem analysis.

22. (B) Enactive → Iconic → Symbolic
Jerome Bruner proposed three distinct modes of cognitive representation that emerge sequentially as mental capacity matures. Children first learn through concrete physical actions and direct manipulation of objects in the enactive mode, progress to visual images and perceptual mental representations in the iconic mode, and finally master abstract systems, language, and mathematical symbols in the symbolic mode.

23. (D) Enactive mode
The enactive mode is Bruner's foundational stage of cognitive representation, where understanding is achieved entirely through direct physical interaction, motor responses, and tactile manipulation of concrete environmental objects. Knowledge is encoded as action patterns and physical memory, making active hands-on experience the primary mechanism for early learning and skill acquisition prior to visual or symbolic processing.

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24. (A) I and II only
Bruner's spiral curriculum asserts that any complex topic can be successfully taught to learners at any developmental stage if formulated appropriately. Concepts are initially presented in simple, concrete modes and systematically revisited at higher educational levels with increasing depth, abstraction, and complexity. Separating subjects into isolated compartments directly contradicts Bruner's emphasis on continuous, interconnected learning structures.

25. (B) Discovery Learning
Discovery learning is an inquiry-driven pedagogical model directly derived from Jerome Bruner's cognitive theory. Rather than receiving passive direct instruction, learners actively explore environments, manipulate physical or symbolic resources, ask questions, and solve problems to independently induce underlying principles, patterns, and general concepts, thereby constructing deep, self-directed knowledge frameworks and transferable analytical skills.

26. (B) Bruner's Modes of Representation and Spiral Curriculum
Progressing from physical pushes to visual diagrams and eventually to abstract algebraic formulas exemplifies Bruner's enactive, iconic, and symbolic developmental sequence. Revisiting

9. (B) It neglects internal cognitive processes, creative problem-solving, and learner agency.
A primary criticism of behaviorism in educational contexts is its strict insistence on observable behavior, which completely ignores internal cognitive operations such as reflection, creative reasoning, and autonomous decision-making. By reducing human learning to environmental stimulus-response associations, behaviorism fails to account for complex conceptual understanding, metacognition, and active student agency in meaningful learning.

10. (B) Fixed-Ratio
A fixed-ratio reinforcement schedule delivers a reward or reinforcer only after a predetermined, constant number of correct responses have been successfully performed by the learner. Rewarding a student systematically after every five completed math problems aligns precisely with fixed-ratio principles, producing high, steady response rates followed by brief post-reinforcement pauses before task resumption.

11. (A) Variable-Ratio
A variable-ratio schedule delivers reinforcement after an unpredictable, varying number of responses centered around a specific average. Because the learner cannot predict which exact attempt will yield reward, this schedule produces exceptionally high rates of continuous responding and extraordinary resistance to extinction, explaining why habits established under variable ratios remain remarkably persistent over extended periods.

12. (C) Behaviorism overemphasizes rote connectionism without developing cognitive schemas required for deep language processing.
Pure behaviorist instruction relies heavily on repetitive mechanical drills and direct stimulus-response conditioning, which promotes rote habit formation rather than deep conceptual processing. High-level language comprehension requires active cognitive schema construction, context analysis, and semantic integration, which cannot be developed through isolated mechanical exercises that completely ignore cognitive mental operations and underlying meaningful contextual structures.

13. (D) Active processor of information who constructs internal mental representations
Cognitivism conceptualizes the human learner as an active information processor who receives, organizes, stores, retrieves, and transforms knowledge rather than a passive recipient of environmental conditioning. Learning involves constructing structured internal mental models, mental schemas, and symbolic representations, allowing individuals to process environmental inputs meaningfully and apply reasoned problem-solving strategies autonomously to complex situations.

14. (C) Assimilation
In Jean Piaget's cognitive development theory, assimilation represents the cognitive process by which an individual interprets and incorporates new environmental experiences into existing cognitive structures or schemas without altering those underlying structures. The learner understands novel information by fitting it directly into pre-existing mental frameworks, maintaining cognitive stability through established modes of understanding.

15. (B) Accommodation
Accommodation is defined in Piagetian theory as the process of modifying existing cognitive structures or creating entirely new mental schemas when incoming environmental information contradicts or cannot fit into current understanding. This cognitive adjustment enables the learner to adapt to novel experiences, resolving cognitive conflict and expanding their overall mental capacity to interpret complex external phenomena accurately.

16. (B) I, II and III only
Piaget's sensorimotor stage, spanning infancy from birth to age two, is characterized by reliance on physical motor actions and direct sensory experiences. Key developmental milestones during this period include acquiring object permanence and organizing goal-directed physical behaviors. Pre-operational egocentrism emerges later during the subsequent preoperational stage rather than within the sensorimotor developmental timeframe.

17. (A) Preoperational Stage
The preoperational stage, occurring roughly between ages two and seven, is marked by symbolic thought along with specific cognitive

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I. Abstract logic and hypothetical reasoning become fully operational.
II. Children require concrete physical objects to solve logical problems.
III. Systematic hypothesis testing (hypothetico-deductive reasoning) emerges.
IV. Deductive reasoning allows systematic evaluation of multi-variable problems.

Which of the statements given above are correct?
(A) I, III, and IV only
(B) II and III only
(C) I and II only
(D) I, II, III, and IV

274. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Standardized paper-and-pencil IQ tests do not fully predict success in real-world professional contexts.
Reason (R): Standardized IQ tests primarily assess linguistic and logical-mathematical capacities, ignoring spatial, interpersonal, intrapersonal, and practical intelligences.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

275. In Jerome Bruner's theory, representation through language, logic, and abstract mathematical symbols is called:
(A) Enactive Mode
(B) Iconic Mode
(C) Symbolic Mode
(D) Preoperational Mode

276. In Gagné's Conditions of Learning, "Defined Concept" learning involves:
(A) Classifying objects based on abstract relational definitions (e.g., defining "uncle" or "democracy")
(B) Identifying and categorizing basic concrete geometric shapes like circles, triangles, or squares visually
(C) Executing physical sports movements
(D) Simple autonomic reflex conditioning

277. Which learning theorist proposed the concept of "Scaffolding" alongside Jerome Bruner and Lev Vygotsky?
(A) Ivan Pavlov
(B) Wood, Bruner, and Ross
(C) B.F. Skinner
(D) Edward Thorndike and Ivan Pavlov

278. Howard Gardner's "Spatial Intelligence" is best demonstrated by an individual who:
(A) Easily visualizes 3D spatial configurations, reads maps, and navigates complex layouts
(B) Plays complex classical piano compositions with exceptional artistic expression and emotional nuances
(C) Writes compelling poetry and speeches
(D) Categorizes biological plant species

279. In Thorndike's theory, the "Law of Disuse" asserts that:
(A) S-R neural connections are continuously strengthened when practiced repeatedly over extended time periods.
(B) S-R connections weaken when practice is discontinued over time.
(C) Learning is independent of practice.
(D) Disuse leads to immediate cognitive accommodation.

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280. A Head of Institution is reviewing the school's annual pedagogical plan. To align school administration with outcome-based education and constructivist learning theories, the Principal directs all department heads to replace passive lecture schedules with problem-based units, peer collaborative projects, and multi-modal authentic performance assessments.
The Principal's directive demonstrates leadership that prioritizes:
(A) Active knowledge construction, higher-order cognitive processing, and learner-centered pedagogy
(B) Rote behavioral drill and classical reflex conditioning
(C) Skinnerian mechanical linear programmed instruction implemented exclusively across all academic subjects
(D) Passive reception learning without feedback

281. In operant conditioning, "Fixed-Interval" schedules produce a characteristic response pattern known as the:
(A) Post-reinforcement pause and response "scallop"

the core concept of force across successive grade levels with increasing depth and abstraction directly implements the spiral curriculum model, organizing instruction around developmentally appropriate modes of cognitive representation.

27. (C) Actively constructed by the learner through experience and reflection
Constructivism is a foundational educational philosophy maintaining that knowledge is not passively received from external sources or automatically dictated by genetics. Instead, learners actively build individual mental representations by interacting with physical and social environments, interpreting incoming information through prior knowledge, and continually revising internal cognitive frameworks via critical reflection and problem-solving activities.

28. (A) Vygotsky views learning as preceding development through social interaction, whereas Piaget views development as preceding learning.
Lev Vygotsky's social constructivism maintains that learning occurs first on a social plane through interaction and language, driving cognitive growth. Conversely, Jean Piaget's cognitive theory posits that biological maturation and internal cognitive structures set fixed prerequisites for learning, meaning developmental stages must naturally unfold before a child can acquire corresponding complex logical capabilities and concepts.

29. (B) The distance between the actual developmental level determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.
Lev Vygotsky defined the Zone of Proximal Development as the dynamic psychological space between a learner's independent problem-solving ability and their potential achievement when supported by guidance from knowledgeable instructors or collaboration with capable peers. Instruction targeting this specific zone accelerates cognitive development by bridging current competence and higher potential mastery.

30. (D) Scaffolding
Scaffolding represents the instructional support framework provided by teachers or skilled peers to assist learners in performing tasks within their zone of proximal development. As the student builds task competence, conceptual understanding, and problem-solving confidence, this temporary assistance is systematically reduced and faded, ultimately enabling the learner to execute complex tasks completely independently.

31. (A) Both A and R are true and R is the correct explanation of A
Vygotskian theory highlights private speech as a critical developmental tool that young children use to direct attention, organize thought, and regulate self-behavior during problem-solving tasks. Teachers should encourage self-talk because it serves as an essential intermediate bridge that gradually transforms external social dialogue into internal, silent executive control and covert thinking mechanisms.

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32. (B) More Knowledgeable Other (MKO)
In Vygotskian socio-cultural theory, a More Knowledgeable Other refers to any individual who possesses a higher level of understanding, greater expertise, or superior skill regarding a specific task, concept, or process than the learner. An MKO can be a teacher, parent, peer, or digital system providing essential guidance within the zone of proximal development.

33. (A) Collaborative group work using reciprocal teaching and peer tutoring
Social constructivism emphasizes that learning is inherently a social, collaborative process mediated through cultural tools, dialogue, and interpersonal negotiation. Cooperative learning activities such as reciprocal teaching and peer tutoring enable students to interact within their zones of proximal development, constructing shared understanding through active communication, scaffolded support, and mutual feedback in group settings.

34. (B) Five
Robert Gagné's Conditions of Learning framework categorizes all human educational accomplishments into five primary domain categories: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. Each learning domain represents distinct cognitive or behavioral capabilities requiring unique internal and external conditions to facilitate optimal acquisition, retention, and performance transfer in instructional settings.

35. (C) I, II, III, IV, and V
Gagné identified five fundamental categories covering the full spectrum of educational outcomes: intellectual skills for applying rules and concepts, cognitive strategies for managing self-learning, verbal information for stating factual knowledge, motor skills for executing coordinated physical actions, and attitudes for shaping personal behavioral choices toward objects, people, or events.

36. (D) Problem Solving
Within Gagné's cognitive skill hierarchy, problem solving represents the most complex and advanced level of capability. Achieving problem-solving ability requires learners to retrieve previously acquired concepts and lower-order rules, synthesizing them into novel, higher-order rules to resolve complex, unfamiliar situations, representing the apex of cognitive application in instructional hierarchy models.

37. (B) Gaining attention → Informing learners of objectives → Stimulating recall of prior learning
The chronological design of Gagné's Nine Events of Instruction begins with gaining learner attention to prepare perceptual channels. Immediately following attention capture, the instructor informs learners of specific behavioral objectives to establish performance expectations, and then stimulates recall of prerequisite prior knowledge to prepare cognitive frameworks for integrating new instructional content.

38. (A) Composed of multiple, relatively autonomous intellectual capacities
Howard Gardner's Theory of Multiple Intelligences rejects traditional unitary psychometric views that treat intelligence as a single general factor (g). Instead, it proposes that human cognition consists of at least eight distinct, relatively independent intellectual modalities, each possessing unique developmental trajectories, neural mechanisms, and specialized modes of processing domain-specific real-world information.

39. (B) Intrapersonal Intelligence
Intrapersonal intelligence involves the capacity to construct an accurate self-model, demonstrating deep awareness of one's own internal feelings, motivations, values, desires, and thought processes. Individuals possessing strong intrapersonal intelligence display high metacognition, utilizing self-reflection to guide personal behavior, establish realistic individual goals, and effectively regulate emotional and intellectual development over time.

40. (A) Integrating Gardner's Multiple Intelligences and Vygotskian social constructivism to enhance classroom engagement and cognitive depth.
Directing a transition from pure rote recall toward cooperative debates, role-playing, and reflective journals synthesizes social constructivism and multiple intelligences theory. Collaborative debate incorporates social interaction and interpersonal dynamics (Vygotsky), while role-play and reflective writing engage diverse intelligence profiles (Gardner), fostering dynamic active engagement, analytical reasoning, and deeper conceptual understanding across varied learners.

41. (D) Naturalistic Intelligence
In 1999, Howard Gardner formally expanded his original 1983 model of seven intelligences by adding Naturalistic Intelligence as the eighth modality. This domain describes the capacity to recognize, classify, analyze, and draw upon organic features, living organisms, flora, fauna, and ecological systems within the natural environment, distinguishing natural patterns effectively.

42. (B) Provide differentiated instruction and multi-modal assessment strategies catering to varied intelligences
Heterogeneous classrooms accommodate diverse learning styles, background knowledge, and cognitive intelligence profiles. Educational administrators should guide instructors to implement differentiated teaching methodologies and varied assessment strategies. Offering multi-modal learning opportunities allows students to engage with curriculum content through their individual intellectual strengths while simultaneously supporting balanced growth across all learning domains.

43. (B) I and III only
Piaget viewed egocentric speech as reflecting cognitive immaturity that fades as operational thought matures, whereas Vygotsky argued private speech serves critical self-regulatory functions. Additionally, Piaget emphasized universal cognitive developmental stages, whereas Vygotsky stressed cultural context variation.

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Statement II reverses their core perspectives, as Vygotsky held that learning drives development, while Piaget asserted development limits learning.

44. (A) Both A and R are true and R is the correct explanation of A
Constructivism conceptualizes learning as an active, ongoing process of individual schema construction and social meaning-making rather than simple absorption of static facts. Consequently, constructivist environments utilize formative evaluation strategies, such as portfolios and authentic performance tasks, which continually track conceptual growth, provide meaningful feedback, and support iterative cognitive development in learners.

45. (A) Equilibration
In Piagetian cognitive theory, equilibration is the dynamic self-regulatory mechanism through which children resolve cognitive conflict, balancing assimilation and accommodation processes. Achieving equilibration creates cognitive harmony, occurring when internal mental schemas accurately explain external reality, whereas encountering unexpected environmental feedback triggers disequilibrium, driving the learner to adjust cognitive structures toward balance.

46. (C) Albert Bandura
Albert Bandura introduced reciprocal determinism within social learning theory, asserting that human functioning is governed by continuous, dynamic interactions among three major forces: cognitive and personal factors, environmental influences, and observable behaviors. Each component actively operates on and influences the others bi-directionally, rejecting simple linear cause-and-effect views of human actions.

47. (A) Observational modeling
Social Learning Theory posits that individuals acquire novel behaviors, attitudes, and emotional responses through observational modeling without undergoing direct physical practice or receiving immediate reinforcement. By watching the actions, performance strategies, and consequences experienced by social models, observers process symbolic mental representations, enabling efficient learning through vicarious cognitive processing across varied environments.

48. (A) Attention → Retention → Reproduction → Motivation
Bandura's observational learning model specifies four essential sequential cognitive processes. The learner must first pay attention to the model's key features, convert and retain the observed information in long-term memory, physically reproduce the stored behavior, and possess sufficient motivation or incentive reinforcement to demonstrate the newly acquired capability consistently in relevant situations.

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49. (B) Vicarious Punishment
Vicarious punishment occurs when an individual observes a peer experience negative consequences or penalties for exhibiting a specific behavior, resulting in a reduction of that same behavior in the observer. Without receiving direct punishment personally, the observing student mentally processes the negative outcome, adjusting their future behavioral choices to avoid similar adverse administrative consequences.

50. (C) Extrinsic rewards can erode intrinsic motivation, leading to rapid extinction once stopped.
Heavy reliance on extrinsic tangible rewards, such as token economy chips, can suppress intrinsic motivation and self-regulation. When external reinforcement contingencies are abruptly discontinued, target behaviors often undergo rapid extinction or regress below baseline levels, illustrating the behavioral limitation of external controls compared to developing intrinsic commitment and cognitive self-management.

51. (D) When a conduction unit is ready to conduct, conduction is satisfying, and non-conduction causes annoyance.
Thorndike's Law of Readiness focuses on neurological and motivational preparedness to act. It states that when an individual's neural conduction unit is prepared to operate, executing the action produces psychological satisfaction. Conversely, preventing action when prepared, or forcing performance when unprepared, generates emotional annoyance, directly impacting learning efficiency and stimulus-response association formation.

124. (A) Both A and R are true and R is the correct explanation of A
Constructivist pedagogy views student errors as valuable diagnostic indicators of underlying cognitive structures and current schema organization. Rather than treating mistakes as mere failures, constructivist educators analyze errors to gain insight into student reasoning, using these insights to design targeted scaffolding that helps learners resolve cognitive conflicts and update their understanding.

125. (B) Iconic Mode
In Jerome Bruner's cognitive hierarchy, the iconic mode involves processing and storing information through visual imagery, spatial diagrams, pictures, and mental representations. This mode allows learners to conceptualize relationships visually without needing direct physical object manipulation (enactive mode) or formal abstract mathematical and linguistic symbols (symbolic mode).

126. (C) To guide, model, and scaffold learning within the student's Zone of Proximal Development
In Vygotsky's socio-cultural theory, a More Knowledgeable Other (MKO) possesses superior expertise relative to the learner regarding a specific concept or skill. The primary function of the MKO is to provide targeted guidance, structural modeling, and scaffolding within the learner's zone of proximal development, enabling gradual mastery.

127. (C) Providing learning guidance
Gagné's Nine Events of Instruction follow a systematic sequence. Event 5 involves providing learning guidance, where instructors offer instructional support and cues. Event 6 immediately follows as eliciting performance, where students actively apply newly acquired concepts or skills to demonstrate comprehension before receiving feedback in event 7.

128. (A) Musical Intelligence
Musical intelligence in Howard Gardner's theory encompasses sensitivity to pitch, rhythm, timbre, melody, and musical structures. Individuals possessing high musical intelligence demonstrate exceptional abilities to compose, perform, analyze, and appreciate musical patterns, showing heightened auditory discrimination and emotional responsiveness to complex musical arrangements and tone variations.

129. (B) Strengthening of a behavior by removing an unpleasant stimulus
In B.F. Skinner's operant conditioning, negative reinforcement increases or strengthens the probability of a target response by removing, terminating, or avoiding an unpleasant or aversive stimulus when the behavior occurs. It is distinct from punishment because its ultimate operational effect is to increase, rather than suppress, behavioral frequency.

130. (C) Commend it for using multi-modal representations (Bruner) and socio-constructivist active learning principles.
Combining physical manipulative blocks, peer-led collaborative problem solving, and reflective journaling successfully integrates Bruner's multi-modal representation theory with socio-constructivist active learning. This rich instructional approach accommodates varied learning styles, fosters social interaction within zones of proximal development, and builds deep conceptual mastery, warranting strong administrative approval.

131. (D) A learner will attempt various responses when faced with a new situation until a successful response is achieved.
Thorndike's Law of Multiple Response states that when an organism encounters a novel situation or obstacle without an immediate automatic solution, it will attempt a variety of trial responses. The organism continues deploying diverse behaviors until one produces a satisfying outcome, establishing an initial stimulus-response connection through trial-and-error adaptation.

132. (D) The tendency to focus on only one salient aspect of a situation or stimulus while ignoring other relevant aspects.
Centration is a cognitive limitation characteristic of Piaget's preoperational stage, where a child focuses strictly on a single, salient perceptual feature of a situation or stimulus while completely ignoring other equally important dimensions. Centration prevents young children from mastering conservation tasks, as they cannot balance multiple variables simultaneously.

133. (A) I, II, and IV only
Vygotsky maintained that culture shapes cognition, thought and language merge around age three, and the ZPD defines potential learning

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61. (B) Knowledge is adaptively constructed by the individual organism based on subjective experience, not discovered as an objective truth. Radical constructivism, formulated by Ernst von Glasersfeld, asserts that human knowledge is strictly an adaptive construction grounded in subjective experiential reality. It denies that cognition discovers an objective, external reality existing independently of the observer, arguing instead that knowledge functions to organize individual sensory and cognitive experiences meaningfully rather than mirror absolute external truths.

62. (B) Salivation in response to meat powder
In Ivan Pavlov's classical conditioning experiments, meat powder placed in a dog's mouth served as an unconditioned stimulus, which automatically and naturally produced salivation. This automatic biological reaction without prior training represents the unconditioned response (UCR). Salivation triggered later by the bell alone represents the learned conditioned response (CR).

63. (B) Assimilation
Calling a sheep a "dog" because the child possesses an existing schema for four-legged animals illustrates Piagetian assimilation. The child fits a novel environmental stimulus directly into a pre-existing mental framework without altering the underlying category. Accommodation occurs later when the child modifies their cognitive structures to differentiate sheep from dogs based on distinct features.

64. (A) Both A and R are true and R is the correct explanation of A
Jerome Bruner's Discovery Learning shifts the teacher's role from authoritative transmitter to facilitator. In this inquiry-based framework, teachers design environments where students manipulate materials, analyze patterns, ask questions, and solve problems independently, enabling them to discover fundamental rules, underlying structural principles, and general concepts through active inductive exploration.

65. (A) Presenting content → Providing learning guidance → Eliciting performance
Gagné's Nine Events of Instruction follow a strict logical sequence. Following event 3 (stimulating recall of prior learning), event 4 presents the new instructional content, event 5 provides learning guidance through hints or scaffolding, and event 6 elicits active performance, allowing learners to demonstrate their emerging understanding of the presented material.

66. (B) Interpersonal Intelligence
Interpersonal intelligence in Gardner's multiple intelligence theory is the capacity to understand, perceive, and respond effectively to the moods, motivations, desires, and feelings of other people. Individuals high in interpersonal intelligence excel in reading social cues, resolving interpersonal conflicts, demonstrating empathy, and maintaining productive collaborative relationships across diverse group settings.

67. (B) II and III only
Skinner asserted that punishment merely suppresses behavior temporarily while punishing contingencies remain active, failing to eliminate underlying behavioral habits permanently. Moreover, punishment creates adverse emotional side effects, including fear, resentment, and aggression, while failing to demonstrate or reinforce appropriate alternative behaviors, leading Skinner to oppose punishment as a primary behavioral management method.

68. (B) Trial and error with accidental success
Edward Thorndike's experiments with cats trapped in puzzle boxes established his trial-and-error learning theory. Animals displayed varied random behaviors until accidentally executing the correct latch mechanism to escape and access food. Over repeated trials, unsuccessful attempts declined gradually while successful responses were reinforced, forming strong stimulus-response connections through incremental learning.

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69. (C) Emergence of symbolic thought and language
The transition from the sensorimotor stage to the preoperational stage in Piagetian cognitive theory is marked by the development of symbolic function around age two. Children move beyond direct physical action patterns, gaining the ability to use mental symbols, words, gestures, and visual images to represent absent objects, people, and events internalizing thought.

70. (B) Advise shifting to positive reinforcement and differential reinforcement of alternative behaviors with movement breaks.
Continuous scolding and removing tokens for an inability to sit still creates negative emotional

and ensuring flexible skill transfer beyond the immediate classroom setting.

88. (B) Linguistic Intelligence
Linguistic intelligence in Howard Gardner's theory encompasses sensitivity to spoken and written language, word semantics, sentence structures, and language functions. Individuals with high linguistic intelligence excel in reading, writing, verbal communication, and language learning, using words effectively to articulate complex ideas, persuade audiences, and analyze textual information across diverse academic settings.

89. (B) Motivational readiness and neurological preparedness enhance the satisfying effect of learning experiences.
Thorndike's Law of Readiness asserts that learning is most efficient and satisfying when the learner's nervous system and psychological state are prepared to form connections. Motivational readiness and neurological preparedness ensure that engaging in learning activities produces satisfaction, whereas forcing unprepared learners into complex tasks generates frustration, emotional annoyance, and decreased instructional effectiveness.

90. (B) Shift to student-centered inquiry, problem-based learning, and interactive group discussions.
Relying exclusively on direct lecture transmission encourages superficial memorization while neglecting higher-order analytical skills. To foster application and deep comprehension, administrators should guide teachers toward student-centered constructivist strategies, such as inquiry-based tasks, problem-solving projects, and interactive discussions, which actively engage cognitive processing, promote schema restructuring, and facilitate long-term concept transfer.

91. (B) The sudden reappearance of an extinguished conditioned response after a rest period without additional training.
Spontaneous recovery in classical conditioning refers to the sudden reappearance of a previously extinguished conditioned response following a rest period, without any intervening reinforcement trials. This phenomenon demonstrates that extinction suppresses the conditioned response rather than permanently erasing the underlying neural association, leaving the learned stimulus-response link partially intact in long-term memory.

92. (C) Negative Reinforcement
Negative reinforcement increases the future probability of a desirable target behavior by removing or withholding an unpleasant or aversive stimulus when that behavior occurs. Removing a mandatory weekend assignment (aversive stimulus) following exemplary student conduct (target behavior) serves as negative reinforcement, motivating students to maintain positive classroom discipline consistently.

93. (A) I and III only
Piaget's preoperational stage (ages 2–7) is characterized by animism, believing non-living objects possess feelings, and egocentrism, struggling to adopt another's viewpoint. Children in this stage have not yet mastered conservation of mass/volume nor reversible mental reasoning, which emerge later during the concrete operational stage as logical thinking structures mature.

94. (A) Both A and R are true and R is the correct explanation of A
Gagné's cumulative learning model posits that higher-order cognitive capabilities are built upon foundational lower-level skills. Learners must master prerequisite discriminations, concrete concepts, and relational rules before successfully developing complex higher-order principles and advanced problem-solving strategies, making lower-level mastery essential for acquiring complex intellectual capabilities across structured curricula.

95. (D) Inductive reasoning where students discover patterns and concepts through direct investigation
Discovery Learning, championed by Jerome Bruner, emphasizes an inductive learning process where students investigate materials, manipulate variables, and analyze relationships to discover core concepts and principles independently. Rather than receiving explicit teacher lectures, learners act as active investigators, constructing personal conceptual understanding and developing autonomous critical problem-solving capabilities.

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79. (C) Bodily-Kinesthetic Intelligence
Bodily-kinesthetic intelligence in Howard Gardner's theory represents expertise in controlling physical body movements, handling objects skillfully, and executing fine motor and gross motor tasks. Dancers, athletes, surgeons, and craftspeople demonstrate high bodily-kinesthetic intelligence, showing superior physical agility, muscle coordination, spatial movement timing, and tactile-motor expression in specialized tasks.

80. (B) Experiential Learning, Naturalistic Intelligence, and Social Constructivism
Conducting garden observations, small-group leaf categorization, and guided discussion on adaptation integrates experiential learning with naturalistic intelligence and social constructivism. Students engage directly with natural phenomena (Gardner's naturalistic domain), construct meaning through active hands-on experience (Kolb), and negotiate understanding collaboratively through social interaction and teacher guidance within their ZPD (Vygotsky).

81. (B) The organism responds only to a specific conditioned stimulus and not to other similar stimuli.
Stimulus discrimination occurs in classical conditioning when an organism learns to differentiate between similar environmental triggers, responding selectively only to the specific conditioned stimulus paired with the unconditioned stimulus. By withholding reinforcement or pairing for non-target stimuli, the organism refines its behavioral reflex, avoiding generalized responses across related sensory triggers.

82. (B) A more preferred activity can be used as a reinforcer for a less preferred activity.
The Premack Principle, frequently termed "Grandma's Rule," states that a high-probability or highly preferred behavior can serve as an effective positive reinforcer for a low-probability or less preferred behavior. By making access to a desirable activity contingent upon completing a less appealing task, educators successfully increase student engagement and performance.

83. (B) I and III only
Jean Piaget asserted that cognitive thought precedes language development, viewing language as a symbolic representation system driven by underlying cognitive structures. He also maintained that egocentric speech reflects developmental immaturity, naturally diminishing as concrete operational thought emerges. Piaget denied that language is the origin of cognitive structures, attributing cognitive growth to physical adaptation.

84. (A) Both A and R are true and R is the correct explanation of A
Vygotsky's Zone of Proximal Development highlights tasks that lie just beyond a learner's independent capability but remain achievable with structured scaffolding from a More Knowledgeable Other. Targeting instruction within this zone optimizes cognitive growth, as appropriate assistance allows students to internalize new skills and progressively master increasingly complex concepts.

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85. (C) Language, logic, and abstract symbols
The symbolic mode is Bruner's highest level of cognitive representation, where information is encoded using arbitrary symbol systems such as language, mathematical notation, and formal logic. This abstract mode frees thought from reliance on direct physical action (enactive mode) or visual imagery (iconic mode), enabling advanced conceptual reasoning, hypothesis testing, and reflective analytical cognition.

86. (D) Robert Gagné – Eight Stages of Psychosocial Development
The Eight Stages of Psychosocial Development were formulated by Erik Erikson, not Robert Gagné. Robert Gagné is celebrated for his Conditions of Learning framework, five domains of learning outcomes, hierarchical learning levels, and Nine Events of Instruction, which heavily influence instructional design, curriculum development, and educational psychology practices.

87. (B) Giving students additional practice tasks and real-world application problems
Event 9 of Gagné's Nine Events of Instruction focuses on enhancing retention and transfer. Instructors operationalize this step by providing varied practice opportunities, problem-solving application tasks, and real-world scenarios, allowing learners to apply newly acquired knowledge across diverse contexts, thereby strengthening memory retrieval networks

from direct physical vision or sensory perception. According to Jean Piaget, children master object permanence during the late sensorimotor stage, typically between 18 and 24 months of age, marking a pivotal transition toward mental representation and symbolic thought.

106. (A) Tailored to the learner's current need and gradually faded as mastery increases
In Vygotskian pedagogy, scaffolding is most effective when dynamically calibrated to the learner's immediate developmental needs within their zone of proximal development. Assistance must provide adequate support for complex tasks and be systematically reduced and faded as the student gains competence, ultimately promoting complete self-regulation and independent problem-solving mastery.

107. (C) Assigning extra yard-cleaning work to a student who littered
Positive punishment involves introducing or applying an unpleasant, aversive stimulus immediately following an undesirable behavior to decrease the likelihood of that behavior recurring. Assigning extra yard-cleaning chores (aversive stimulus) in direct response to littering (undesirable behavior) represents a classic application of positive punishment within behavioral management frameworks.

108. (B) Providing learning guidance
In Gagné's Nine Events of Instruction, step 4 involves presenting the instructional stimulus content to learners. Step 5 immediately follows by providing learning guidance, where instructors offer hints, conceptual scaffolding, structural diagrams, or case examples to facilitate cognitive processing and help students integrate new information into long-term memory.

109. (C) Recognize, categorize, and draw upon features of the natural environment (flora, fauna, ecosystems)
Naturalistic intelligence in Howard Gardner's expanded theory describes an individual's capacity to identify, categorize, comprehend, and draw upon elements of the natural environment, including plants, animals, geographical formations, and ecological systems. People high in naturalistic intelligence excel in environmental observation, species classification, and understanding ecological interrelationships.

110. (B) Use graphic organizers, conceptual mapping, and cause-effect simulations to build interconnected schemas.
Cognitivist principles emphasize organizing information into meaningful internal mental frameworks or schemas. When students memorize definitions without grasping cause-and-effect relationships, instructors should utilize graphic organizers, concept maps, and dynamic simulations. These cognitive tools visualize relational structures, fostering deep conceptual processing, schema integration, and analytical reasoning required for multi-variable problem solving.

111. (B) Strengthened and more likely to recur
Edward Thorndike's Law of Effect establishes that responses accompanied or closely followed by satisfying, pleasant outcomes become more strongly connected to the situation. As a result of this neural strengthening, those specific behaviors are significantly more likely to recur when the individual encounters similar environmental circumstances in the future.

112. (B) Inability to distinguish between one's own perspective and another person's perspective
In Piagetian theory, egocentrism during the preoperational stage refers strictly to a cognitive limitation where young children cannot distinguish between their own perceptual viewpoint and another person's perspective. It does not imply social selfishness or moral arrogance, but rather an inability to mentally conceptualize that others see, hear, or experience situations differently.

113. (B) I, II, and III only
Ivan Pavlov developed classical conditioning, B.F. Skinner formulated operant conditioning, and Jerome Bruner introduced the spiral curriculum. Pair IV is incorrectly matched because operant shaping was developed by B.F. Skinner, not Lev Vygotsky. Vygotsky's socio-cultural theory centers on the Zone of Proximal Development, scaffolding, and social mediation.

114. (A) Both A and R are true and R is the correct explanation of A
Jerome Bruner asserted that any topic can be taught effectively to learners at any developmental stage if presented in an intellectually honest form. This is possible because human cognition develops through enactive, iconic, and symbolic

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96. (A) Logical-Mathematical Intelligence
Logical-mathematical intelligence in Howard Gardner's theory involves the capacity to analyze problems logically, execute complex numerical operations, investigate scientific issues, and recognize abstract numerical patterns. Individuals high in this intelligence excel in deductive reasoning, mathematical proofs, scientific experimentation, and systematic algorithmic problem solving across academic and technical disciplines.

97. (A) Social speech → Egocentric/Private speech → Inner speech
Lev Vygotsky posited that language development progresses through three distinct sequential stages. It begins as social speech used for external communication with caregivers, transforms around age three into egocentric or private speech to verbally guide self-behavior, and eventually internalizes around age seven as covert inner speech for silent cognitive processing.

98. (B) Law of Effect
Edward Thorndike divided his learning principles into primary and secondary laws. The Law of Effect, alongside the Law of Exercise and Law of Readiness, forms his primary laws of learning. The Law of Multiple Response, Law of Attitude/Set, and Law of Analogy/Assimilation represent secondary or subsidiary laws modifying stimulus-response connectionism.

99. (B) Incoming environmental information conflicts with existing schemas, driving cognitive adjustment.
In Piagetian cognitive theory, disequilibrium occurs when a learner encounters novel environmental information that contradicts or cannot be explained by existing mental schemas. This state of cognitive imbalance generates discomfort, motivating the learner to engage in accommodation and cognitive restructuring to restore cognitive equilibrium, thereby advancing overall intellectual development.

100. (C) Bruner's Enactive-Iconic-Symbolic Sequence
Progressing from physical manipulative tiles (enactive mode) to board diagrams (iconic mode) and finally to abstract algebraic variables (symbolic mode) directly operationalizes Jerome Bruner's developmental modes of representation. This instructional sequence ensures conceptual understanding is securely built upon concrete experience and visual imagery before introducing formal abstract mathematical and symbolic systems.

101. (B) Radical Behaviorism
Radical behaviorism, established by B.F. Skinner, explicitly rejects internal mental constructs, unobservable cognitive states, and subjective representations as valid explanatory mechanisms for learning. It asserts that psychology must focus strictly on observable environmental stimuli, measurable behavioral responses, and reinforcement contingencies, viewing internal processes as irrelevant black-box phenomena in scientific behavioral analysis.

102. (D) Extinction
Extinction is the classical conditioning process that occurs when a conditioned stimulus is repeatedly presented without the accompanying unconditioned stimulus. Over successive unreinforced presentations, the learned associative link between the stimuli deteriorates, leading to a progressive reduction and ultimate disappearance of the conditioned physiological response in the learner.

103. (D) I, II and III
Continuous reinforcement delivers rewards after every target response, ideal for rapidly establishing new habits. Intermittent partial reinforcement provides rewards periodically, conferring significantly greater resistance to extinction. Furthermore, fixed-interval schedules generate a distinct "scalloped" response pattern, characterized by a post-reinforcement pause followed by accelerated responding as interval termination approaches.

104. (A) Both A and R are true and R is the correct explanation of A
Constructivist learning theory emphasizes authentic, real-world context tasks over isolated skill drills. Authentic tasks allow learners to link new information directly to existing cognitive schemas, promoting meaningful learning, contextual understanding, and flexible knowledge transfer, which isolated, decontextualized drills fail to develop effectively across diverse practical applications.

105. (B) Late Sensorimotor Stage
Object permanence is the understanding that objects continue to exist even when removed

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52. (A) Schema
A schema is a structured cognitive mental framework or category stored in memory that helps individuals organize, interpret, and process incoming environmental information efficiently. According to Piaget, schemas serve as foundational building blocks of cognitive development, continually expanding, refining, and restructuring through the complementary adaptive processes of assimilation, accommodation, and equilibration.

53. (C) Punishing
Reciprocal teaching, developed by Palincsar and Brown, translates socio-cultural theory into instructional practice through structured dialogue between teachers and students. It employs four explicit cognitive strategies to foster reading comprehension: predicting, questioning, clarifying, and summarizing. Punishing plays no role in reciprocal teaching, which relies strictly on collaborative scaffolding and active social interaction.

54. (A) Lev Vygotsky – Spiral Curriculum
The concept of the Spiral Curriculum was created and popularized by Jerome Bruner, not Lev Vygotsky. Bruner advocated revisiting core academic ideas across grade levels with increasing complexity. Vygotsky's primary contributions center on the socio-cultural theory of cognitive development, the Zone of Proximal Development, More Knowledgeable Others, and instructional scaffolding mechanisms.

55. (A) Both A and R are true and R is the correct explanation of A
Programmed instruction materials developed in the 1960s were directly derived from B.F. Skinner's operant conditioning research. Skinner posited that complex learning occurs most efficiently when divided into small, logically ordered sequential units called frames. This structure requires active learner responses, providing immediate feedback and reinforcement to solidify correct S-R associations step-by-step.

56. (B) II, III, and IV only
Vygotskian pedagogy centers on social interaction, guidance, and mediated learning. Modeling problem-solving while thinking aloud (cognitive modeling), offering guided prompts with faded support (scaffolding within ZPD), and facilitating peer tutoring in heterogeneous groups directly instantiate Vygotsky's principles. Non-stop monologue lecturing represents a passive, non-interactive transmission model that lacks socio-cultural collaboration.

57. (B) Jerome Bruner
Jerome Bruner emphasized that cognitive development involves gaining independence from immediate external stimuli through internal representation systems. As individuals mature, they move beyond direct sensory reactivity, using internal cognitive structures—enactive, iconic, and symbolic systems—to process experiences, enabling reflective thought, conceptual abstraction, and flexible problem-solving independent of immediate environmental constraints.

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58. (B) Pavlovian Classical Conditioning
In Robert Gagné's hierarchical classification of learning capabilities, signal learning represents the simplest form of learning. Gagné explicitly identified signal learning as equivalent to Ivan Pavlov's classical conditioning model, where an individual learns to produce an involuntary, automatic reflex response to a conditioned signal after repeated pairing with an unconditioned stimulus.

59. (B) Spatial Intelligence
Spatial intelligence in Howard Gardner's framework involves the capacity to perceive, transform, modify, and recreate visual-spatial images accurately. Professionals like sculptors, architects, visual artists, and navigators rely heavily on strong spatial intelligence to mentally rotate three-dimensional shapes, orient themselves accurately in space, and conceptualize complex structural designs efficiently.

60. (C) Concrete Operational to Formal Operational thought
Struggling with word problems requiring abstract logical deduction while succeeding in concrete computation indicates a transitional boundary in Piagetian theory. Concrete operational thinkers process tangible data successfully but struggle with formal operational hypothetico-deductive reasoning. Failing abstract deduction signals that students have not fully transitioned from concrete operations into formal operational thinking.

modes, allowing instructors to translate complex concepts into concrete physical actions or visual images matching student cognitive maturity.

115. (B) Internal processes by which the learner controls their own thinking, learning, and remembering behaviors
In Gagné's framework, cognitive strategies represent internal executive control processes that learners use to manage their personal cognitive functions, including attention, encoding, retrieval, and problem-solving reasoning. Unlike domain-specific intellectual skills, cognitive strategies are meta-cognitive capabilities that govern how individuals monitor, direct, and optimize their overall learning and thinking performance.

116. (C) Teacher reading aloud, guiding through unknown words, and gradually fading support for independent reading.
Scaffolding involves offering targeted support to assist learners in mastering tasks within their zone of proximal development. A reading teacher who models reading aloud, offers prompts for difficult words, and systematically reduces assistance as student reading fluency improves demonstrates classic scaffolding, successfully guiding the learner from supported performance to complete independent reading.

117. (D) Encouraging student autonomy, initiative, and critical questioning
Constructivist educators act as facilitators rather than authoritative transmitters of information. A primary characteristic of a constructivist teacher is promoting student autonomy, self-directed inquiry, initiative, and critical questioning. Constructivist teachers design interactive learning environments where students actively explore concepts, collaborate with peers, and construct meaningful personal understanding.

118. (A) Existential Intelligence
Existential intelligence, proposed by Howard Gardner as a candidate intelligence, involves the capacity to conceptualize and reflect upon deep, fundamental questions regarding human existence, such as the meaning of life, mortality, space, time, and the ultimate nature of reality, demonstrating cognitive strength in philosophical inquiry and abstract contemplation.

119. (B) Disuse
Edward Thorndike's Law of Exercise comprises two complementary sub-principles: the Law of Use and the Law of Disuse. The Law of Use states that practicing a stimulus-response association strengthens the connection, while the Law of Disuse posits that failing to practice or utilize a connection over time causes its strength to weaken.

120. (A) Problem-Based Learning grounded in Social Constructivism
Presenting an authentic real-world problem, organizing students into collaborative heterogeneous teams, providing raw empirical data, and facilitating joint policy development exemplifies Problem-Based Learning grounded in Social Constructivism. Students actively construct meaningful solutions through peer interaction, dialogue, data analysis, and guided inquiry within a shared socio-cultural context.

121. (B) Stimulus Discrimination
Stimulus discrimination occurs in classical conditioning when a subject learns to respond exclusively to a specific conditioned stimulus while refraining from responding to similar non-reinforced stimuli. Responding to a $1000Hz$ tone while showing no response to a $500Hz$ tone demonstrates precise sensory discrimination between distinct acoustic frequencies.

122. (B) Variable-Ratio
A variable-ratio schedule delivers reinforcement after an unpredictable, varying number of responses centered around a specific statistical average. Because the individual cannot anticipate which specific response will be rewarded, variable-ratio schedules yield remarkably high, consistent response rates and exceptional resistance to behavioral extinction across learning situations.

123. (A) III → I → II → IV
Jean Piaget posited four universal, sequential stages of cognitive development. Growth begins in infancy with the sensorimotor stage (birth–2 years), progresses to the preoperational stage (2–7 years), advances to the concrete operational stage (7–11 years), and culminates during adolescence in the formal operational stage (12 years and beyond).

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aversion without teaching self-regulation. Effective behavioral management combines positive reinforcement for task engagement with differential reinforcement of alternative behaviors, such as scheduled movement breaks. This approach fosters desired behaviors, supports individual developmental needs, and avoids punitive side effects in inclusive settings.

71. (B) Stimulus Generalization
Stimulus generalization occurs in classical conditioning when an organism produces a conditioned response to novel environmental stimuli that resemble the original conditioned stimulus. The degree of response typically corresponds to the level of perceptual similarity between the new stimulus and the original conditioned signal, demonstrating transfer of conditioned learning across related sensory triggers.

72. (B) Systematically reinforcing successive approximations toward a desired target behavior
In B.F. Skinner's operant conditioning, shaping is a behavioral training procedure defined as reinforcing successive approximations toward a complex target behavior. The instructor begins by rewarding actions loosely resembling the final goal, gradually raising response criteria so that only closer behavioral steps receive reinforcement, successfully building complex operational habits step-by-step.

73. (C) Knowledge is treated as a fixed, objective body of facts transmitted by authority.
Constructivism rejects the notion that knowledge is a static, fixed body of facts to be passively transmitted by authoritative instructors. Instead, constructivism views knowledge as dynamic, contextualized, and actively constructed by learners. Constructivist practices prioritize student-led inquiry, collaborative problem solving, critical reflection, and multi-perspective interpretations over rigid, direct transmission models.

74. (A) Both A and R are true and R is the correct explanation of A
Gardner's Multiple Intelligences Theory criticizes standard paper-and-pencil standardized tests because they assess an extremely narrow band of human capability, focusing almost exclusively on linguistic and logical-mathematical skills. Consequently, these traditional assessments undervalue or miss significant competencies in spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic domains, producing incomplete profiles.

75. (B) I, II, and III only
During Piaget's concrete operational stage (ages 7–11), children develop key logical abilities including seriation (quantitative ordering), transitivity (combining logical relationships), and class inclusion (hierarchical category relationships). Abstract propositional hypothesis testing emerges later during the formal operational stage, requiring hypothetical-deductive capacities beyond concrete operational mental capabilities.

76. (A) Visual imagery and mental pictures
In Jerome Bruner's cognitive development theory, the iconic mode represents knowledge primarily through visual imagery, mental pictures, and sensory spatial arrangements. Learners retain and process concepts by organizing perceptual images without relying on direct physical manipulation (enactive mode) or formal abstract symbol systems such as language and mathematical notation (symbolic mode).

77. (B) Internalization
In Vygotskian theory, internalization is the fundamental developmental process through which social interactions, cultural tools, and interpersonal dialogues are systematically transformed into internal mental functions and private cognitive structures. Functions first experienced on an inter-psychological (social) level become absorbed into intra-psychological (individual) cognition, driving higher-order mental development over time.

78. (A) Discrimination → Concrete Concept → Defined Concept → Rule → Higher-Order Rule
Gagné structured intellectual skills in a strict cumulative hierarchy. Learners must first master basic perceptual discriminations between stimuli, progress to identifying concrete concepts, comprehend abstract defined concepts, learn relational rules connecting concepts, and finally synthesize multiple rules into complex higher-order rules to achieve advanced problem-solving operational performance.

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under guidance. Statement III is false because Vygotsky stressed that cognitive development is fundamentally driven by social interaction and mediated learning, directly opposing the idea that learning occurs in social isolation.

134. (A) Both A and R are true and R is the correct explanation of A
Skinnerian linear programmed instruction presents small, sequential content frames allowing learners to progress at their own pace. Providing immediate knowledge of results functions as positive reinforcement, strengthening correct stimulus-response associations, reducing error repetition, and maintaining student motivation through continuous feedback and immediate performance validation.

135. (B) Influence an individual's personal choices of action toward categories of objects, persons, or events
In Gagné's Conditions of Learning framework, attitudes represent internal mental states that modulate an individual's personal choices of action toward specific categories of objects, people, or events. Acquiring positive attitudes involves emotional and cognitive factors, influencing how learners choose to behave in academic, social, and personal decision-making situations.

136. (B) Rote memorization of facts for standardized recall tests
Rote memorization of decontextualized facts for standard recall tests is least aligned with constructivist theory. Constructivism rejects passive factual transmission, advocating instead for active student inquiry, collaborative problem solving, authentic performance assessments, and deep conceptual schema construction through meaningful real-world applications and reflective learning tasks.

137. (B) Lev Vygotsky
Lev Vygotsky emphasized that cognitive development is fundamentally driven by social interactions with knowledgeable adults, instructors, and peers. Through cooperative dialogue and shared cultural activity, social experiences are internalized, transforming basic cognitive abilities into higher mental functions within the individual learner's zone of proximal development.

138. (B) Multi-modal, context-rich, and tailored to assess diverse intelligence profiles
Howard Gardner's Multiple Intelligences Theory dictates that educational assessment must move beyond traditional paper-and-pencil standardized tests. Assessments should be multi-modal, context-rich, and tailored to evaluate diverse intelligence domains, allowing students to demonstrate understanding through authentic performance tasks, visual projects, musical expressions, and collaborative group activities.

139. (A) Reinforcement is permanently withheld following a previously reinforced behavior, leading to a decline in response rate.
Extinction in operant conditioning occurs when reinforcement is permanently discontinued following a response that was previously reinforced. Without reinforcing consequences, the probability and frequency of the behavior decline progressively over time, eventually returning response rates to pre-conditioning baseline levels as the learned association extinguishes.

140. (B) Differential Reinforcement of Desirable Behavior and Extinction of Minor Disruptions
Establishing clear expectations, providing immediate praise for positive behavior, and ignoring minor off-task actions applies differential reinforcement and extinction. Reinforcing desirable behaviors increases their frequency while withholding attention from minor disruptions extinguishes unwanted actions, offering an effective, non-punitive classroom management strategy grounded in operant conditioning principles.

141. (A) Responds to a new situation by adopting responses used in similar past situations.
Thorndike's Law of Analogy or Assimilation explains that when an individual encounters a novel situation, they tend to utilize responses that proved successful in similar past experiences. The learner transfers prior stimulus-response connections to the new context based on perceived structural or perceptual similarities between the past and present situations.

142. (C) Concrete Operational Stage
Reversibility—the cognitive capacity to mentally reverse a physical sequence of actions or operations to return to the starting point—develops during Piaget's concrete operational stage (ages 7–11). Mastering reversibility allows

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reinforcement removes or avoids an unpleasant, aversive stimulus contingent upon performance of the target action.

162. (B) Disequilibrium
In Piaget's theory, when new environmental information contradicts or cannot be assimilated into existing schemas, the child enters disequilibrium. This uncomfortable state of cognitive imbalance creates intellectual conflict, motivating the learner to modify existing schemas through accommodation, thereby restoring cognitive balance and advancing intellectual maturation.

163. (A) I and II only
Jerome Bruner maintained that learning is an active process where learners construct new ideas built upon prior knowledge, advocating for a spiral curriculum design. Statement III is false because Bruner asserted that any subject can be taught effectively in an intellectually honest form to children at any developmental stage.

164. (A) Both A and R are true and R is the correct explanation of A
Vygotsky's socio-cultural theory posits that social interaction is the primary driver of cognitive growth. Higher cognitive functions appear first on an inter-psychological (social) level through interaction with knowledgeable others before being internalized onto an intra-psychological (individual) level, demonstrating that social experience fundamentally shapes cognitive development.

165. (A) Stored declarative knowledge and factual information that can be stated or recalled
In Gagné's Conditions of Learning framework, verbal information refers to declarative knowledge and factual information stored in memory. It represents the capability to state, summarize, or recall facts, dates, names, and structured organized bodies of knowledge using spoken or written language across educational and practical settings.

166. (B) Logical-Mathematical Intelligence
Logical-mathematical intelligence in Howard Gardner's theory involves the capacity to analyze logical problems, carry out mathematical operations, deduce abstract relationships, and conduct scientific inquiries. This intelligence domain is highly developed in successful mathematicians, software programmers, logicians, and scientific researchers who utilize systematic analytical reasoning continuously.

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167. (B) Teaching Machine
B.F. Skinner engineered the Teaching Machine based on operant conditioning principles. This mechanical educational device presented learning content in small sequential frames, required active student responses, and provided immediate verification of accuracy, delivering positive reinforcement to solidify correct stimulus-response associations through self-paced automated instruction.

168. (A) Object Permanence – Understanding that objects continue to exist even when out of sight
Object permanence is accurately defined as the cognitive realization that objects and people continue to exist even when removed from physical sight or direct sensory perception. Acquiring object permanence represents a major developmental milestone during Piaget's sensorimotor stage, paving the way for internal mental representations.

169. (B) It treats learning as mechanical stimulus-response pairing, neglecting higher-order conceptual understanding and insight.
A primary critique of Thorndike's trial-and-error connectionism in secondary education is its reduction of learning to mechanical stimulus-response pairing. By focusing on trial repetition and external satisfaction, connectionism neglects internal cognitive operations, critical thinking, conceptual insights, and self-regulated problem solving required for mastering complex academic subjects.

170. (B) Bruner's Enactive and Iconic Modes of Representation combined with Gardner's Kinesthetic/Musical Intelligences
Utilizing physical movement, songs, picture cards, and manipulative toys grounds instruction in Bruner's enactive (action-based) and iconic (image-based) representation modes. Simultaneously, it engages Gardner's bodily-kinesthetic and musical intelligence profiles, validating a multi-sensory approach that aligns with early childhood cognitive development and varied individual intelligence strengths.

152. (A) The belief that inanimate objects possess lifelike qualities, feelings, and intentions.
Animism in Piagetian cognitive development theory describes a preoperational child's tendency to attribute lifelike characteristics, consciousness, emotions, and deliberate intentions to inanimate physical objects. For example, a child may believe the sun shines because it feels happy or that a fallen table hurt itself deliberately.

153. (B) II, III, and IV only
Effective scaffolding involves segmenting complex tasks into manageable units, utilizing prompts, hints, and modeling, and fading support as learner independence grows. Statement I is false because scaffolding is temporary assistance designed to be removed as competence develops, rather than permanent lifetime instructional support.

154. (A) Both A and R are true and R is the correct explanation of A
Constructivist pedagogy considers rote learning inefficient for long-term retention because mechanical memorization fails to anchor new concepts into existing cognitive schemas. Without conceptual integration, information remains stored superficially, preventing deep understanding, critical analysis, and practical transfer of knowledge to novel real-world situations.

155. (B) Gaining attention
Gaining attention is the very first step among Gagné's Nine Events of Instruction. Before presenting objectives or instructional content, the educator must deploy stimulus changes, questions, or visual aids to capture learner attention, ensuring perceptual channels are actively receptive to processing subsequent educational information.

156. (A) Reading, writing, storytelling, and word games
High linguistic intelligence in Howard Gardner's theory is demonstrated through superior capability in reading, writing, storytelling, and verbal expression. Individuals strong in this intelligence possess rich vocabularies, appreciate word semantics and syntax, and excel in language-based activities such as writing essays, playing word games, and communicating complex ideas articulate.

157. (B) Incremental, occurring through trial, error, and gradual association building
Thorndike's puzzle box experiments demonstrated that animal learning is incremental rather than sudden or insightful. Animals engaged in varied trial behaviors, gradually abandoning ineffective actions while reinforcing successful ones. This process formed stimulus-response connections through incremental trial-and-error adaptation rather than sudden mental illumination or conceptual insight.

158. (B) Hypothetico-Deductive Reasoning
Hypothetico-deductive reasoning is the formal operational capacity to formulate testable hypotheses, systematically deduce specific predictions, and conduct organized experiments to isolate variables and identify solutions. Reaching this milestone marks the shift from concrete reliance on tangible objects to systematic abstract scientific reasoning in adolescence.

159. (B) Scaffolding
Scaffolding denotes the targeted assistance provided within a learner's zone of proximal development by an instructor or more knowledgeable peer. By offering temporary hints, structural frameworks, and guided prompts, scaffolding enables students to accomplish complex tasks beyond their independent ability, driving cognitive growth until independent mastery is achieved.

160. (B) Passive rote repetition to guided scaffolding and cognitive independence
Replacing immediate collective repetition with contextual clues and self-correction prompts shifts instruction from passive rote repetition to guided scaffolding. Providing clues supports the student within their zone of proximal development, fostering active problem-solving skills, metacognitive self-monitoring, and cognitive independence rather than reliance on mechanical direct repetition.

161. (B) Positive reinforcement involves presenting a favorable stimulus; negative reinforcement involves removing an unfavorable stimulus.
The core distinction between positive and negative reinforcement lies in the stimulus manipulation method, though both serve to increase target behavior frequency. Positive reinforcement delivers a favorable stimulus following desired behavior, whereas negative

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200. (B) Authentic Problem-Based Constructivist Learning
Engaging students in solving a campus water shortage by analyzing rainfall data, interviewing staff, and creating harvesting proposals represents authentic problem-based constructivist learning. Students actively construct meaningful knowledge, deploy critical thinking, collaborate in teams, and apply analytical skills to solve a real-world contextual problem with teacher guidance.

201. (A) Behaviorism
Behaviorism is well-suited for establishing automated habits, foundational skill execution, and rote speed through repetitive practice and direct stimulus-response reinforcement. Building automaticity in basic mathematical tables or safety procedures relies on consistent drill, immediate corrective feedback, and reinforcement contingencies to form lasting procedural habits.

202. (C) Neutral Stimulus
Before any conditioning trials occur in Pavlovian classical conditioning, presenting a bell chime produces orientation attention but no automatic salivation response. At this initial baseline stage, the bell functions strictly as a neutral stimulus because it has not yet been paired with an unconditioned stimulus to elicit a conditioned physiological reflex.

203. (A) I, II, and IV only
Gardner's Multiple Intelligences Theory maintains that all humans possess all intelligences in unique profile combinations, which can be developed through experience and work together during complex task performance. Statement III is false because Gardner explicitly rejected the idea that intelligences are static, genetically fixed traits that cannot change.

204. (A) Both A and R are true and R is the correct explanation of A
Lev Vygotsky emphasized social context and cultural tools as primary determinants of cognitive development. Cultural tools—including language, numerical systems, writing, and art—are social artifacts that mediate cognitive activities, shaping how individuals organize thought, interpret experience, and develop higher mental functions across different socio-cultural settings.

205. (B) Inductive Reasoning
Jerome Bruner's Discovery Learning relies heavily on inductive reasoning. Learners analyze specific observations, manipulate concrete examples, and examine empirical data, gradually discovering underlying principles, relationships, and general conceptual rules independently, building personal cognitive representations from specific evidence to broader general principles.

206. (B) Connecting two or more concepts to guide behavior or solve problems (e.g., "If A, then B")
In Gagné's Conditions of Learning hierarchy, rule learning involves understanding and applying relationships between two or more underlying concepts. Rules are represented as conditional relationships (such as "if A, then B") that guide cognitive action, direct problem-solving behavior, and govern systematic procedures across various subject areas.

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207. (A) Spatial Intelligence
Spatial intelligence in Gardner's framework represents the capacity to perceive visual-spatial information accurately, mentally manipulate three-dimensional representations, and maintain spatial orientation. Individuals strong in spatial intelligence excel at reading complex maps, mental rotation of objects, visual planning, and navigating physical environments efficiently.

208. (A) A strong, vivid, or intense impression creates a clearer and more lasting S-R connection than a weak impression.
Thorndike's Law of Intensity (or Law of Vividness) posits that a striking, vivid, or emotionally salient stimulus creates a stronger, more memorable stimulus-response connection than a weak or dull experience. Striking experiences command greater attention and neural engagement, producing clearer memory traces and longer-lasting learning connections.

209. (B) Decentration and mastery of conservation tasks
A primary cognitive milestone of Piaget's concrete operational stage (ages 7–11) is achieving decentration and mastering conservation. Children overcome single-feature centration, allowing them to process multiple dimensions of a situation simultaneously and understand that quantitative attributes remain invariant despite outward physical transformations.

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171. (C) Discrimination
Discrimination in classical conditioning is the learned process of responding selectively to a specific conditioned stimulus while ignoring other similar, non-reinforced environmental stimuli. By reinforcing responses only to the target stimulus, the organism refines its reflex behavior, demonstrating sensory precision and preventing generalized reactions across non-identical triggers.

172. (C) Negative Punishment (Response Cost)
Losing free recess time in response to student tardiness represents negative punishment, also termed response cost. Negative punishment decreases the future occurrence of an undesirable behavior (tardiness) by removing a valued, positive stimulus (free play time) contingent upon the unwanted behavior, effectively discouraging future non-compliance.

173. (A) I → II → III → IV → V
Gagné's Nine Events of Instruction begin with a precise five-step introductory sequence: event 1 gains learner attention, event 2 informs learners of objectives, event 3 stimulates recall of prerequisite learning, event 4 presents the new content stimulus, and event 5 provides learning guidance to support cognitive encoding.

174. (A) Both A and R are true and R is the correct explanation of A
Behaviorist learning theories are highly effective for training procedural skills, habits, and automated responses because behaviorism focuses on establishing tight stimulus-response associations. Systematic reinforcement schedules, immediate feedback, and structured drill practice establish reliable behavioral habits and procedural accuracy efficiently across specialized operational training domains.

175. (A) Arrange items quantitatively along a dimension, such as length, weight, or size.
In Piagetian cognitive development theory, seriation refers to the logical ability to order and arrange objects quantitatively along a continuous dimension, such as size, length, weight, or gradient. Developing seriation during the concrete operational stage enables children to organize physical items systematically and execute ordinal mental operations.

176. (B) Language is the primary socio-cultural tool that shapes thought and enables self-regulation.
Lev Vygotsky maintained that language is the primary socio-cultural tool that actively shapes human thought, structures internal mental processing, and enables self-regulation. Far from being a passive reflection of maturation, language transforms shared social interactions into private cognitive operations, driving intellectual development throughout childhood.

177. (B) The leap, gesture, or shortcut to an idea based on deep implicit understanding before formal analysis
In Jerome Bruner's theory, intuitive thought refers to the rapid cognitive leap, gesture, or shortcut to a problem solution based on deep, implicit structural understanding before formal analytical reasoning occurs. Intuitive thinking allows problem solvers to formulate plausible hypotheses quickly, which can subsequently be validated through formal deductive analysis.

178. (B) Concept Learning
Concept learning in Gagné's hierarchy involves acquiring the capability to respond to a class of stimuli that share common abstract or structural features, regardless of superficial differences. Identifying all three-sided geometric figures as "triangles" exemplifies concept learning, as the learner categorizes varied objects based on shared defining attributes.

179. (B) Many proposed intelligences are viewed as talents or skills rather than distinct capacities backed by g-factor evidence.
Traditional psychometricians criticize Gardner's Multiple Intelligences Theory, arguing that many proposed modalities—such as musical, kinesthetic, or naturalistic capacities—represent specialized talents or domain-specific skills rather than separate intelligence constructs, citing high correlations among intellectual tests supporting a unitary general intelligence factor (g).

180. (A) Piaget's Formal Operational Stage and Cognitivist Problem Solving
Formulating abstract hypotheses, documenting reflective problem-solving steps, and testing assumptions using computer simulations aligns with Piaget's formal operational stage and cognitivist problem-solving models. Learners deploy hypothetico-deductive reasoning, manage cognitive schemas, and utilize metacognitive self-

to adjust and maintain structural balance with external reality.

220. (B) Bruner's Enactive → Iconic → Symbolic Progression
Folding paper circles (enactive mode), drawing shaded diagrams (iconic mode), and writing numeric fraction symbols (symbolic mode) follows Jerome Bruner's representation sequence. Moving from physical action to visual imagery and abstract notation ensures young learners build clear conceptual understanding grounded in concrete experience.

221. (A) The Conditioned Stimulus is repeatedly presented without the Unconditioned Stimulus.
Extinction occurs in classical conditioning when the conditioned stimulus is repeatedly presented in isolation, without pairing with the unconditioned stimulus. Lacking reinforcing pairings, the neural association between the two triggers diminishes progressively, resulting in the eventual decline and disappearance of the learned conditioned reflex response.

222. (A) Satisfies a basic biological need (e.g., food, water) without prior learning
A primary reinforcer in operant conditioning is an unlearned, innately satisfying stimulus that naturally fulfills a basic biological need, such as food, water, warmth, or physical safety. Primary reinforcers do not require prior conditioning or pairing to acquire reinforcing value, functioning universally across biological organisms.

223. (A) I, III, and IV only
Object permanence develops during sensorimotor development, abstract logic emerges during formal operations, and egocentrism characterizes preoperational thought. Statement II is incorrect because conservation of mass is achieved during the concrete operational stage (ages 7–11), rather than during the preoperational stage.

224. (A) Both A and R are true and R is the correct explanation of A
Informing learners of learning objectives at the outset improves instructional effectiveness in Gagné's model. Clearly stating expected performance outcomes activates the learner's expectancy mechanisms, focusing cognitive attention on essential lesson elements and helping students establish internal goal structures for monitoring their own learning progress.

225. (B) Increased mastery of symbolic systems and tools of culture through interaction
Jerome Bruner's cognitive development model asserts that intellectual growth is driven by increasing mastery of cultural tools and symbolic systems through environmental interaction. As learners gain skill in enactive, iconic, and symbolic modes of representation, they develop flexible cognitive tools that free thinking from immediate sensory limits, expanding problem-solving capability.

226. (B) Serves as an essential internal self-regulatory tool for planning and guiding action.
Lev Vygotsky maintained that private speech in young children is a crucial developmental tool for cognitive self-regulation. Far from being meaningless chatter or a sign of cognitive delay, self-directed speech helps children direct attention, plan task execution, and solve complex problems, gradually internalizing to become covert inner speech.

227. (A) Musical Intelligence
Musical intelligence in Howard Gardner's theory describes high sensitivity to acoustic features, including rhythm, pitch, meter, tone, melody, and timbre. Individuals strong in musical intelligence excel at identifying subtle tonal variations, recognizing musical structures, playing instruments, and composing musical arrangements across varied acoustic environments.

228. (A) Connections between stimulus and response are strengthened with use and weakened with disuse.
Thorndike's Law of Exercise states that connections between stimuli and responses are strengthened through repeated practice and use (Law of Use) and weakened when practice is discontinued over time (Law of Disuse). While later revised to include feedback, it highlighted practice as a key factor in association building.

229. (A) An organized mental representation or building block of knowledge used to understand and interpret experiences.
In Piagetian theory, a schema is defined as an organized cognitive mental representation or building block of knowledge stored in memory. Schemas serve as internal frameworks that allow individuals to organize, categorize, interpret, and respond to incoming environmental experiences,

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190. (B) Constructivist writing workshops, peer editing, and authentic reader-response journal tasks
To improve higher-order application in English, instructors should shift from mechanical drill worksheets toward constructivist writing workshops, peer editing, and reader-response journals. These collaborative, reflective activities require students to analyze text deeply, express original ideas, and negotiate meaning, developing advanced comprehension and authentic compositional fluency.

191. (B) The meat powder placed in the dog's mouth
In Ivan Pavlov's classical conditioning experiments, meat powder placed directly into the dog's mouth functioned as the unconditioned stimulus (UCS). It naturally and automatically elicited an involuntary biological reflex—salivation—without requiring any prior conditioning, learning, or associative training trials.

192. (B) Accommodation
Accommodation occurs in Piagetian cognitive theory when a child encounters a novel experience that directly contradicts their existing schema, requiring them to alter current mental structures or create entirely new schemas. This cognitive restructuring resolves disequilibrium, adapting the individual's mental representation to account for new environmental data accurately.

193. (A) II and III only
Constructivist learning environments are defined by active, learner-centered instruction, peer collaboration, multi-perspective inquiry, and reflective problem solving. Statements I and IV are false because constructivism explicitly rejects the ideas that knowledge is passive objective data and that teachers should act as unquestioned, authoritative monologue lecturers.

194. (A) Both A and R are true and R is the correct explanation of A
Edward Thorndike's pioneer connectionist research laid the foundation for modern educational technology and objective test design. His insistence on precise quantitative measurement, empirical evaluation of learning outcomes, and systematic stimulus-response connectionism established rigorous experimental methodologies that transformed educational assessment and instructional program structuring.

195. (A) Extend the child's reach, enabling them to solve problems they could not handle unassisted
In Jerome Bruner's framework, scaffolding acts as a temporary supportive structure that extends a learner's cognitive capability. By offering targeted hints, structural frameworks, and guided prompts, scaffolding enables students to solve complex problems beyond their unassisted capacity, gradually fading as the learner develops independent competence.

196. (A) Eliciting performance
In Gagné's Nine Events of Instruction, event 7 (providing feedback) immediately follows event 6 (eliciting performance). Once students actively execute a task or answer questions to demonstrate emerging understanding, the instructor delivers informative feedback to confirm accuracy, correct misconceptions, and reinforce appropriate response patterns.

197. (A) Bodily-Kinesthetic Intelligence
Bodily-kinesthetic intelligence in Howard Gardner's theory involves superior control over fine and gross physical body movements, tactile dexterity, and motor coordination. Exceling in sports, dance, surgical procedures, and technical craft production requires high bodily-kinesthetic intelligence to execute precise, highly controlled physical operations efficiently.

198. (B) Secondary generalized reinforced behavior modification
A token economy system uses tokens or plastic chips as secondary generalized conditioned reinforcers. Tokens acquire reinforcing value because they can be exchanged for various primary or desired secondary rewards later. This structured system systematically modifies behavior, reinforcing target conduct consistently across institutional environments.

199. (A) Lack of Conservation (due to Centration)
Believing that spreading coins farther apart increases their quantity reflects a lack of conservation caused by perceptual centration. Preoperational children focus exclusively on a single visual dimension—the spatial spread or length of the row—while ignoring number density, demonstrating an inability to understand quantitative invariance.

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regulation to evaluate multi-variable scientific scenarios systematically without relying on concrete physical manipulatives.

181. (C) After the first response following unpredictable time intervals
A variable-interval reinforcement schedule delivers a reinforcer for the first correct response performed after an unpredictable, varying duration of time has elapsed. Because the timing of reinforcement remains uncertain, variable-interval schedules generate stable, highly consistent response rates with steady performance and notable resistance to behavioral extinction.

182. (B) Equilibration
Equilibration is the overarching self-regulatory mechanism in Piaget's theory that drives cognitive transition between developmental stages. When environmental experiences conflict with current schemas, creating disequilibrium, the child balances assimilation and accommodation to resolve cognitive conflict, restructuring internal mental operations into higher-order, stable cognitive developmental stages.

183. (A) I, III, and IV only
Peer tutoring, reciprocal teaching, and dynamic assessment directly instantiate Vygotskian socio-cultural principles by emphasizing social mediation, scaffolding within ZPD, and evaluating learning potential with guidance. Statement II represents passive, teacher-centered rote instruction, which lacks the interactive dialogue, social negotiation, and collaborative problem solving central to Vygotsky's theory.

184. (A) Both A and R are true and R is the correct explanation of A
Formative assessment aligns with constructivism because it offers continuous qualitative feedback regarding student understanding during the learning process. This ongoing feedback allows learners to identify conceptual gaps, reflect on errors, adjust internal mental schemas, and receive scaffolded support, fostering active, self-regulated meaning-making rather than passive evaluation.

185. (A) Enactive Mode
The enactive mode in Jerome Bruner's cognitive framework is the developmental stage where information is represented and understood primarily through physical action, direct body movement, and tactile manipulation of concrete objects. Motor memory and action patterns serve as the fundamental cognitive mechanisms for processing environmental experiences during this mode.

186. (A) Automated fluid physical movements requiring neuromuscular coordination
In Gagné's Conditions of Learning, motor skills represent learned physical capabilities manifested in smooth, coordinated, automated body movements requiring precise neuromuscular execution. Activities such as riding a bicycle, writing legibly, operating equipment, or performing athletics demonstrate motor skill learning, improving through physical practice and kinesthetic feedback.

187. (A) Naturalistic Intelligence
Deep attunement to natural phenomena, climate variations, ecological conservation, and species identification characterizes Gardner's naturalistic intelligence. Individuals high in naturalistic intelligence possess superior observational sensitivity toward biological organisms and environmental patterns, excelling in classifying flora and fauna and understanding ecological systems in natural environments.

188. (A) Every learner follows the exact same sequence of small frames at their own individual pace.
Linear programming, designed by B.F. Skinner, presents content in a single, fixed sequence of small instructional frames that every student completes in identical order. Learners progress at their individual speed, responding actively to each frame and receiving immediate feedback, reinforcing correct answers step-by-step without branching into alternative remedial pathways.

189. (B) Frustration, annoyance, and ineffective learning
Thorndike's Law of Readiness states that forcing a student to execute a learning task when they lack neurological or motivational preparedness results in emotional annoyance, frustration, and ineffective learning. Coerced performance without readiness weakens stimulus-response connection formation, underscoring the necessity of ensuring learner preparedness before delivering instruction.

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210. (B) Conceptual understanding through Bruner's Enactive-Iconic-Symbolic representations and Gagné's hierarchy of concepts/rules
Redesigning instruction around Bruner's enactive-iconic-symbolic modes and Gagné's learning hierarchy restores conceptual depth to mathematical reasoning. Progressing from concrete manipulatives and visual representations to symbolic rules ensures students grasp the underlying concepts and relational rules before executing multi-step operations, preventing superficial rote memorization.

211. (A) Fixed-Ratio
A fixed-ratio reinforcement schedule delivers a reinforcer after a constant, predetermined number of correct responses have been completed. This schedule produces rapid response rates, as the learner realizes that earning the reward depends directly on executing the required number of target behaviors, followed by a brief post-reinforcement pause.

212. (A) Logically combine relations to understand structural conclusions (e.g., if $A > B$ and $B > C$, then $A > C$).
Transitivity in Piaget's theory is the logical ability to combine relationships to infer implicit structural conclusions. For example, recognizing that if object A is longer than B, and B is longer than C, then A must be longer than C. Transitivity develops during concrete operations, enabling hierarchical reasoning.

213. (A) II and III only
The Zone of Proximal Development defines potential learning when supported by competent guidance and shifts upward as new competencies are mastered. Statements I and IV are incorrect because the ZPD is dynamic rather than fixed by IQ, and effective instruction targets the upper boundary of capability rather than fully mastered skills.

214. (A) Both A and R are true and R is the correct explanation of A
Skinner asserted that positive reinforcement is far more effective than punishment for long-term behavioral management. Positive reinforcement strengthens desired target behaviors by providing pleasant incentives, whereas punishment merely suppresses unwanted behavior temporarily, often generating negative emotional side effects such as anxiety, avoidance, and resentment.

215. (B) Key educational ideas are repeatedly revisited across grades with increasing depth, complexity, and abstraction.
Bruner's Spiral Curriculum is characterized by repeatedly revisiting core concepts across successive grade levels with increasing depth, complexity, and abstraction. Initial simple, concrete representations are gradually built upon, allowing students to integrate foundational knowledge into sophisticated conceptual frameworks as their cognitive maturity advances.

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216. (B) Stimulating recall of prior learning
Event 3 of Gagné's Nine Events of Instruction is stimulating recall of prior learning. Occurring right after gaining attention and stating objectives, this step prompts students to retrieve relevant prerequisite knowledge from long-term memory, preparing internal cognitive frameworks to integrate the incoming new instructional material effectively.

217. (A) Interpersonal Intelligence
Interpersonal intelligence in Howard Gardner's theory involves the capacity to understand and interact effectively with others. Students possessing strong interpersonal intelligence perceive subtle emotional cues, understand peer motivations, mediate interpersonal conflicts, and demonstrate effective leadership and collaborative problem-solving skills in group settings.

218. (A) Operant Conditioning and Behaviorism
Thorndike's puzzle box experiments provided the empirical foundation for behavioral psychology and operant conditioning. By observing how animals modified behavior based on consequences (escaping to obtain food), Thorndike formulated the Law of Effect, which directly influenced B.F. Skinner's research into reinforcement contingencies and operant conditioning mechanisms.

219. (B) Modifies existing cognitive schemas or creates new ones in response to novel environmental input.
According to Jean Piaget, accommodation occurs when a learner modifies existing cognitive schemas or constructs entirely new mental structures because incoming environmental input cannot fit into current understanding. Accommodation resolves cognitive conflict and disequilibrium, allowing the cognitive system

children to overcome preoperational intuitive limitations, enabling logical operations such as mathematical subtraction and conservation tasks.

143. (B) I and III only
Bruner's Discovery Learning posits that students construct knowledge by identifying patterns and relationships through inquiry. Statement II is incorrect because effective discovery learning is guided; teachers provide structure, materials, and prompts rather than leaving students completely unassisted. Guided discovery balances active student investigation with structured instructional scaffolding.

144. (A) Both A and R are true and R is the correct explanation of A
Piagetian theory advises against introducing formal abstract concepts, such as advanced algebra, prior to early adolescence. Children in the concrete operational stage require concrete physical references and struggle with hypothetico-deductive reasoning. Formal abstract logic emerges during the formal operational stage around age twelve, making early abstraction developmentally premature.

145. (A) Assessing performance
In Gagné's Nine Events of Instruction, event 8 is assessing performance. After gaining attention, presenting content, providing guidance, eliciting performance, and offering feedback, the instructor formally evaluates student mastery through assessments to confirm that specific learning objectives have been successfully achieved without assistance.

146. (B) High capacity for self-reflection, metacognition, and understanding one's own emotional strengths/weaknesses
Intrapersonal intelligence in Howard Gardner's theory represents an individual's ability to understand their own internal emotional life, motivations, values, and thought processes. High intrapersonal intelligence is demonstrated through strong metacognitive self-reflection, accurate awareness of individual strengths and weaknesses, and self-directed emotional regulation in managing personal goals.

147. (B) High-Order (Second-Order) Conditioning
Higher-order conditioning occurs in classical conditioning when a established conditioned stimulus is paired with a new neutral stimulus. Through repeated pairings, the new neutral stimulus becomes a second conditioned stimulus capable of eliciting the conditioned response independently, building a multi-layered chain of conditioned associations without direct unconditioned stimulus exposure.

148. (A) Learners work under a master/expert who models, coaches, and scaffolds complex authentic cognitive tasks.
Cognitive apprenticeship is a constructivist instructional framework where learners acquire complex cognitive skills by working alongside an expert. The expert explicitly models cognitive processes, provides coaching and scaffolding during authentic task execution, and gradually fades support as the apprentice internalizes problem-solving strategies and achieves independent mastery.

149. (A) Law of Effect
Thorndike integrated the Law of Exercise with the Law of Effect to explain connection strength. While repetition (exercise) provides opportunities for association building, the connection between stimulus and response is strengthened primarily when accompanied or followed by a satisfying state of affairs, proving that practice requires positive outcomes to solidify learning.

150. (B) Bruner's Developmental Modes of Representation
Navigating with physical compasses (enactive mode), drawing layout maps (iconic mode), and calculating distances using symbolic scales (symbolic mode) directly applies Jerome Bruner's developmental representation model. This multi-modal instructional sequence grounds learning in direct physical action and visual imagery before introducing formal abstract mathematical and symbolic systems.

151. (B) Fixed-Interval
A fixed-interval reinforcement schedule delivers a reward following the first correct response performed after a predetermined, constant duration of time has elapsed. This schedule produces a characteristic scalloped response pattern, marked by low activity immediately after reinforcement followed by increasing response rates as interval termination approaches.

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evolving continuously through assimilation, accommodation, and equilibration.

230. (B) Instruct the teacher to stop using academic content as punishment, as it creates a conditioned negative aversion (Pavlovian) toward the subject. Using academic tasks like copying textbook pages as punishment creates an unwanted classical conditioning response (Pavlovian aversion). The unpleasant feeling generated by punishment becomes associated with the academic subject itself, undermining intrinsic motivation, fostering subject anxiety, and promoting negative attitudes toward academic learning.

231. (A) Slot machines / gambling, where payouts occur after an unpredictable number of responses
Slot machines and gambling activities exemplify variable-ratio reinforcement schedules. Payoffs occur after an unpredictable, varying number of lever pulls or bets centered around a statistical average. Because players cannot predict which specific attempt will win, this schedule generates steady, rapid response rates and exceptional resistance to extinction.

232. (C) Concrete Operational
Children acquire the capacity for classification (organizing items into hierarchical categories) and transitive inference (inferring relations between items logically) during Piaget's concrete operational stage (ages 7–11). These operational capabilities allow learners to solve structured logical problems using concrete objects and tangible relations.

233. (C) I, II, III, and IV
All four listed events are correctly placed according to Gagné's Nine Events of Instruction: Event 1 is Gaining Attention, Event 5 is Providing Learning Guidance, Event 7 is Eliciting Performance, and Event 9 is Enhancing Retention and Transfer, confirming the accurate sequence of instructional design steps.

234. (A) Both A and R are true and R is the correct explanation of A
Howard Gardner's Multiple Intelligences Theory encourages diversified classroom teaching strategies because students exhibit varied intelligence profiles. Differentiating instruction allows educators to engage distinct cognitive strengths—such as visual, musical, kinesthetic, or interpersonal modalities—fostering deeper understanding, student engagement, and optimal learning outcomes across diverse student populations.

235. (A) Zone of Proximal Development
Lev Vygotsky defined the Zone of Proximal Development as the distance between what a child can achieve independently through unassisted problem solving and what they can accomplish when provided with guidance or scaffolding from a More Knowledgeable Other, highlighting the dynamic region of optimal cognitive growth.

236. (A) How individual cognitive structures are constructed by the learner through interaction with the physical environment
Cognitive Constructivism, formulated by Jean Piaget, focuses on how individual learners actively construct personal cognitive structures through direct interaction with the physical environment. Intellectual development progresses as individuals adapt to external experiences, modifying internal schemas through assimilation, accommodation, and equilibration independent of direct social transmission.

237. (A) Physical actions and motor responses
The enactive mode is Jerome Bruner's primary representation stage, where learning occurs through direct physical action, body movement, and tactile object manipulation. Knowledge is stored as physical action patterns and motor memories, making hands-on experience the foundational cognitive mechanism for understanding before visual or abstract representation develops.

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238. (A) Praising a student publicly for turning in a thorough research project
Positive reinforcement involves delivering a favorable or rewarding stimulus immediately following a desired behavior, increasing the likelihood that the behavior will recur. Publicly praising a student (favorable stimulus) for completing a thorough project (desired behavior) exemplifies positive reinforcement, strengthening academic effort and task engagement.

239. (A) Operant Conditioning
Thorndike's Law of Effect established that responses followed by satisfying outcomes are strengthened, directly laying the empirical foundation for B.F. Skinner's theory of operant conditioning. Skinner expanded this principle

297. (A) A satisfying state of affairs
In Thorndike's connectionist theory, the association between a stimulus and response is strengthened primarily when the response is accompanied or followed by a satisfying state of affairs. Positive outcomes reinforce the neural link, increasing the likelihood that the specific behavior will recur when the individual encounters similar environmental conditions in the future.

298. (A) Metacognition
Metacognition describes a learner's capacity to monitor, evaluate, direct, and regulate their own cognitive thinking processes. Grounded in cognitive psychology, metacognitive awareness involves knowing how one learns, selecting appropriate learning strategies, assessing task difficulty, monitoring ongoing comprehension, and adjusting cognitive approaches when encountering problem-solving obstacles during complex learning tasks.

299. (A) The mental ability to reverse an action or sequence of operations back to its starting point.
Reversibility in Piaget's Theory of Cognitive Development is the mental capacity to reverse a physical action or sequence of logical operations back to its original starting point. Developed during the concrete operational stage, reversibility enables children to understand mathematical operations like subtraction and realize that deformed objects can return to initial physical states.

300. (A) An eclectic, multi-theoretical, integrative pedagogical model tailored to learner development and diverse cognitive needs.
Combining concrete materials (Bruner/Piaget), peer collaboration within ZPD (Vygotsky), multi-modal intelligence strategies (Gardner), and structured goals with feedback (Gagné) supports an eclectic, integrative pedagogical model. Synthesizing complementary theoretical frameworks allows educators to address diverse learner developmental stages, intelligence profiles, and socio-cultural needs effectively within comprehensive educational management.

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over a period of time, the strength of that neural association gradually declines. Disuse weakens the learned connection, making response retrieval less automatic unless refreshed through practice.

250. (B) Constructivist Prior-Knowledge Activation and Schema Building
Eliciting prior student ideas about subatomic particles and utilizing them to construct new conceptual understanding exemplifies constructivist prior-knowledge activation and schema building. Constructivism holds that meaningful learning occurs when new concepts are intentionally anchored to pre-existing mental schemas, enabling learners to adjust and expand internal cognitive structures active.

251. (B) Radical Behaviorism
Radical Behaviorism, formulated by B.F. Skinner, is the psychological approach that studies observable behavior strictly through environmental contingencies without inferring unobservable internal mental states. It rejects cognitive mentalism, viewing thoughts and feelings as covert private behaviors governed by the same stimulus-reinforcement principles as public observable responses.

252. (B) Conservation
Believing that breaking a glass into five small pieces increases the overall amount of glass demonstrates a lack of conservation. Conservation is the cognitive operational ability to recognize that basic quantitative attributes (such as mass, volume, or weight) remain invariant despite alterations in physical appearance or spatial arrangement.

253. (A) I and II only
Gagné categorized learning outcomes into 5 distinct domains and formulated 9 Events of Instruction. Statement III is false because problem solving represents the highest, most complex cognitive capability in Gagné's learning hierarchy, requiring the synthesis of lower-order rules rather than serving as the lowest level.

254. (A) Both A and R are true and R is the correct explanation of A
Dynamic assessment is preferred over static IQ testing in Vygotskian pedagogy because it evaluates a learner's Zone of Proximal Development. By measuring performance both independently and with structured guidance, dynamic assessment captures learning potential and responsiveness to scaffolding, offering actionable diagnostic insights for instruction.

255. (B) Discovery learning and problem inquiry
Jerome Bruner advocated that classroom instruction should proceed inductively through discovery learning and problem inquiry. Students explore structured environments, manipulate variables, analyze specific cases, and induce underlying general concepts independently, building meaningful internal mental representations and developing autonomous critical analytical capabilities.

256. (A) Linguistic Intelligence
Linguistic intelligence in Howard Gardner's theory encompasses sensitivity to spoken and written language, vocabulary semantics, and syntactic structures. This intelligence is crucial for authors, poets, public speakers, and translators, enabling them to construct nuanced arguments, articulate complex thoughts, and manipulate word meanings creatively across diverse communication formats.

257. (A) Involuntary, unlearned innate reaction to an unconditioned stimulus
In classical conditioning, an unconditioned response (UCR) is an involuntary, unlearned biological reaction that occurs naturally in response to an unconditioned stimulus without any prior training or conditioning experience. Examples include automatic reflex reactions such as salivation when tasting food or blinking in response to a sudden bright light.

258. (A) Personal Fable
Adolescent egocentrism during Piaget's formal operational stage manifests through two key cognitive phenomena: the imaginary audience (believing everyone is watching them) and the personal fable (believing their thoughts and experiences are completely unique and invulnerable). Both reflect heightened self-consciousness during transition into abstract formal thought.

259. (B) Scaffolding
Scaffolding is the instructional technique of breaking complex tasks into manageable parts, offering targeted prompts, hints, or structural frameworks, and systematically fading assistance as student competence grows. Grounded in socio-

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(D) Dynamic alignment of content, pedagogy, and assessment to foster holistic student development

8. A school Principal analyzing the institutional curriculum notices that while science concepts are taught in class, students also absorb attitudes regarding gender roles during lab group assignments. This secondary absorption of social attitudes is an example of:
(A) Hidden curriculum
(B) Written curriculum
(C) Recommended curriculum
(D) Assessed curriculum

9. Which foundation of curriculum construction addresses questions regarding the nature of knowledge, truth, and methods of inquiry?
(A) Psychological foundation
(B) Philosophical foundation
(C) Sociological foundation
(D) Economical foundation

10. A Principal is reviewing the school's instructional program to ensure it addresses current societal problems, community needs, and technological shifts. Which foundation of curriculum development is the Principal primarily operationalizing?
(A) Psychological foundation
(B) Sociological foundation
(C) Historical foundation
(D) Epistemological foundation

11. Which theoretical perspective views curriculum as a product consisting of operationalized behavioral objectives, measurable outputs, and standardized performance metrics?
(A) Behaviorist/Technical-Scientific perspective
(B) Humanistic and Child-Centered Development perspective
(C) Social Constructivist and Experiential Learning perspective
(D) Critical Pedagogy and Social Reconstructivism perspective

12. Which of the following highlights a primary distinction between "Curriculum" and "Syllabus"?
(A) Syllabus encompasses all school experiences, whereas curriculum is restricted to a single subject outline
(B) Curriculum is prescribed by the school head, whereas syllabus is dictated solely by classroom teachers
(C) Curriculum is broader and institution-wide, whereas syllabus is a topic-wise outline for a specific subject
(D) Curriculum focuses exclusively on cognitive development, whereas syllabus deals only with psychomotor skills

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13. Which statement accurately describes the scope and operational level of a syllabus?
(A) It includes overall educational policy, long-term philosophy, values, co-curricular framework, and school culture
(B) It outlines the comprehensive institutional master plan including long-term infrastructure and budgeting allocations
(C) It is an informal supplementary document created spontaneously by students during regular classroom discussions
(D) It is a descriptive summary of topics, concepts, and evaluation criteria for a specific subject course

14. In terms of prescription and flexibility, how do traditional syllabi generally compare to modern curriculum frameworks?
(A) Syllabi are always flexible guidelines, while curriculum frameworks are rigid statutes
(B) Both syllabi and curriculum frameworks are identical in legal enforceability and structure
(C) Syllabi tend to be prescriptive and subject-bound, while curriculum frameworks are broader and flexible
(D) Syllabi are formulated by UNESCO, while curriculum frameworks are prepared by individual subject teachers

15. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): A syllabus is a sub-element of the broader educational curriculum.
Reason (R): Curriculum encompasses the total learning environment, including objectives, content, pedagogy, evaluation, and co-curricular experiences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

269. (B) Animism
Animism is the specific cognitive limitation in Piaget's preoperational stage that leads young children to attribute lifelike qualities, intentions, and emotions to inanimate physical objects. Believing that clouds cry when it rains or that the sun follows them deliberately illustrates animistic thinking, stemming from immature preoperational mental logic.

270. (A) Pedagogy aligned with Bruner's multi-modal cognitive representations.
Combining physical drama (enactive mode), picture slides (iconic mode), and sentence composition (symbolic mode) directly aligns with Jerome Bruner's multi-modal cognitive representation theory. Integrating all three modes builds rich conceptual understanding, ensuring students grasp word meanings through concrete physical experience and visual imagery before applying abstract symbolic structures.

271. (A) A previously conditioned stimulus is paired with a new neutral stimulus to create a second conditioned stimulus.
Higher-order conditioning occurs in classical conditioning when a established conditioned stimulus is repeatedly paired with a novel neutral stimulus. Through association, the new neutral stimulus becomes a second conditioned stimulus, gaining the power to elicit the conditioned response independently without ever being directly paired with the original unconditioned stimulus.

272. (A) Successive Approximations
In B.F. Skinner's operant conditioning, shaping is explicitly known as the method of successive approximations. The trainer systematically reinforces behaviors that incrementally approach the desired complex target behavior, gradually raising response requirements until the organism masters the complete, highly specific terminal behavior.

273. (A) I, III, and IV only
Piaget's formal operational stage is characterized by abstract logic, systematic hypothesis testing, and deductive reasoning across multi-variable tasks. Statement II is incorrect because formal operational thinkers do not require concrete physical objects to process logical problems, operating instead on abstract propositions, hypothetical constructs, and symbolic relationships.

274. (A) Both A and R are true and R is the correct explanation of A
Standardized paper-and-pencil IQ tests fail to fully predict real-world professional success because they measure a narrow range of capabilities, primarily linguistic and logical-mathematical abilities. They ignore crucial spatial, interpersonal, intrapersonal, kinesthetic, and practical intelligences essential for solving complex problems and managing real-world professional situations effectively.

275. (C) Symbolic Mode
The symbolic mode is the highest stage in Jerome Bruner's cognitive representation framework. Information is encoded using arbitrary symbol systems, such as spoken and written language, mathematical notation, and formal logic. This abstract mode enables advanced reflection, conceptual generalization, and complex problem solving independent of direct physical actions or visual images.

276. (A) Classifying objects based on abstract relational definitions (e.g., defining "uncle" or "democracy")
Defined concept learning in Gagné's hierarchy involves classifying objects, entities, or events based on abstract relational definitions rather than visible perceptual features. Understanding concepts like "democracy" or "uncle" requires comprehending dictionary definitions and abstract relational rules, distinguishing defined concepts from simple concrete perceptual concept classification.

277. (B) Wood, Bruner, and Ross
The term "Scaffolding" was formally coined in 1976 by researchers Wood, Bruner, and Ross within educational literature. They used scaffolding to describe tutor assistance provided to young children during problem-solving tasks, where support is tailored to child performance and systematically faded as independent task competence develops.

278. (A) Easily visualizes 3D spatial configurations, reads maps, and navigates complex layouts
Spatial intelligence in Howard Gardner's theory is demonstrated through superior ability to visualize three-dimensional spatial arrangements

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cultural theory, scaffolding enables learners to accomplish tasks within their zone of proximal development efficiently.

260. (A) Vygotsky's Social Constructivism, Peer Tutoring, and More Knowledgeable Others (MKOs)
Small mixed-ability group work where high-achieving peers guide classmates through budget calculations exemplifies Vygotsky's social constructivism. Peer tutoring allows more knowledgeable students to act as MKOs within the group, scaffolding learning within their peers' zones of proximal development through social interaction, collaborative dialogue, and shared problem-solving responsibility.

261. (A) Adding a rewarding stimulus following a target behavior to increase its frequency
Positive reinforcement in B.F. Skinner's operant conditioning involves delivering a favorable or rewarding stimulus immediately following the performance of a target behavior. This positive consequence strengthens the underlying stimulus-response association, significantly increasing the probability and frequency of that desired behavior occurring in similar future contexts.

262. (B) Preoperational Stage
According to Jean Piaget, children engage in pretend play, display rapid language acquisition, and utilize symbolic representation during the preoperational stage (ages 2–7). Despite these emerging symbolic abilities, children at this stage remain limited by egocentrism, centration, and irreversibility, struggling with logical operations and multi-variable perspectives.

263. (A) I and IV only
Reinforcement increases behavior frequency, while extinction decreases response rates when reinforcement stops. Statements II and III are incorrect because punishment suppresses rather than increases behavior, and negative reinforcement (removing an unpleasant stimulus to increase behavior) is fundamentally distinct from punishment (applying aversion to decrease behavior).

264. (A) Both A and R are true and R is the correct explanation of A
Jerome Bruner's Spiral Curriculum model supports lifelong learning and deep conceptual mastery by continually revisiting core ideas across grade levels. Re-introducing concepts with increasing cognitive complexity and dynamic representation (enactive, iconic, symbolic) enables learners to continually build upon prior knowledge, consolidating deep, interconnected understanding over time.

265. (C) Eliciting performance
Event 6 of Gagné's Nine Events of Instruction is eliciting performance. Following content presentation (event 4) and learning guidance (event 5), the instructor asks students to actively execute tasks, answer questions, or solve problems, allowing them to demonstrate emerging mastery before receiving feedback in event 7.

266. (A) Bodily-Kinesthetic Intelligence
Superior talent in sports, athletics, gymnastics, and physical movement reflects high bodily-kinesthetic intelligence in Howard Gardner's framework. Individuals strong in this domain demonstrate exceptional motor control, physical agility, neuromuscular coordination, and spatial movement timing, excelling in tasks requiring physical dexterity and gross/fine motor execution.

267. (A) Motivation and physical/neurological preparedness in learning
Thorndike's Law of Readiness highlights the role of motivation, physical maturation, and neurological preparedness in learning. When an individual's neural conduction units are prepared to act, performance produces psychological satisfaction, whereas forcing action when unprepared generates annoyance, proving that internal readiness is essential for forming effective stimulus-response connections.

268. (A) Active construction of mental meaning through experience, interaction, and reflection
In constructivist learning theory, learning is defined as the active construction of internal mental meaning. Learners interpret novel experiences by connecting them to prior knowledge, engaging in social dialogue, and reflecting on outcomes, systematically updating internal cognitive schemas rather than passively absorbing static facts transmitted from external sources.

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288. (A) Learning is influenced by the learner's overall attitude, predisposition, or emotional state prior to the learning activity.
Thorndike's Law of Attitude (or Law of Set) states that an individual's overall attitude, emotional state, or mental predisposition significantly influences learning outcomes. A positive, task-oriented attitude directs attention and energy toward achieving goals, facilitating stimulus-response connection formation, whereas a negative mindset hinders effective connection building.

289. (A) Social Learning Theory / Social Cognitive Theory
Social Learning Theory, developed by Albert Bandura, posits that human learning occurs primarily through observing the actions, attitudes, and emotional outcomes of others within social contexts. Individuals acquire complex behaviors vicariously without immediate direct practice, encoding symbolic cognitive mental models that guide future personal action across varied real-world settings.

290. (A) Social Constructivism, Authentic Learning, and Problem-Based Pedagogy
Surveying neighborhoods, interviewing municipal officers, collaborating in project teams, and presenting proposals to the school assembly integrates Social Constructivism, Authentic Learning, and Problem-Based Pedagogy. Students actively construct meaningful understanding by engaging with real-world community issues, negotiating solutions through social interaction, and applying critical thinking within collaborative team contexts.

291. (A) Removing a pleasant stimulus to decrease an undesirable behavior
Negative punishment in B.F. Skinner's operant conditioning involves removing or withdrawing a favorable, pleasant stimulus immediately following an unwanted behavior. By taking away a valued reinforcer contingent upon misbehavior, the future frequency and probability of that undesirable target action are effectively reduced across behavioral management settings.

292. (A) Quantitative attributes (mass, volume, length, number) remain unchanged despite changes in outward physical appearance.
Piagetian conservation tasks evaluate a child's cognitive understanding that basic quantitative attributes of an object—such as mass, volume, length, or number—remain strictly invariant despite changes in outward physical shape or perceptual arrangement. Mastering conservation demonstrates that the child has overcome centration and acquired concrete operational mental logic.

293. (A) I, II, and III
All three grouped statements accurately reflect Gagné's Nine Events of Instruction: Events 1–3 prepare the learner (attention, objectives, recall), Events 4–7 manage core instruction (presentation, guidance, performance, feedback), and Events 8–9 handle evaluation and transfer (assessment, retention/transfer), confirming comprehensive instructional alignment.

294. (A) Both A and R are true and R is the correct explanation of A
Jerome Bruner's discovery learning fosters higher intellectual retention and intrinsic motivation because learning occurs through active inquiry. When students discover core concepts independently, they integrate new knowledge deeply into existing cognitive schemas, developing autonomous problem-solving confidence and experiencing intrinsic satisfaction from mastering intellectual challenges self-directedly.

295. (A) Communicative and social interaction with caregivers
In Lev Vygotsky's socio-cultural theory, speech in early childhood (up to age 3) functions primarily as social speech. Its main purpose is social communication and emotional interaction with parents and caregivers. Only around age three does speech differentiate into private speech to regulate self-behavior, eventually internalizing into silent inner thought.

296. (A) Naturalistic Intelligence
Exceptional understanding of biological ecosystems, species classification, and environmental conservation reflects high strength in Howard Gardner's naturalistic intelligence. Individuals possessing naturalistic intelligence excel at identifying patterns in nature, categorizing flora and fauna, recognizing ecological interrelationships, and applying environmental knowledge effectively across various biological and scientific settings.

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into systematic reinforcement contingencies, analyzing how environmental consequences shape, maintain, or suppress voluntary operant behaviors over time.

240. (B) Introduce concrete visual models (Iconic) and physical counting aids (Enactive) before presenting abstract numeric formulas (Symbolic). To resolve difficulties with abstract word problems, instructors should follow Bruner's developmental representation modes. Introducing physical counting aids (enactive) and visual models (iconic) before presenting abstract mathematical symbols ensures students construct intuitive conceptual understanding grounded in concrete experiences, facilitating successful transition to abstract numerical problem solving.

241. (A) Stimulus Generalization
Stimulus generalization occurs in classical conditioning when an organism produces a conditioned response to novel stimuli that are perceptually similar to the original conditioned stimulus. Salivating to $900Hz$ and $1100Hz$ tones when conditioned to a $1000Hz$ tone illustrates automatic transfer of conditioned responsiveness across related acoustic triggers.

242. (B) Negative Punishment (removal of a valued reinforcer following an undesirable behavior)
Response cost in B.F. Skinner's operant conditioning is a form of negative punishment. It involves withdrawing or removing a specific valued reinforcer (such as tokens, privileges, or points) contingent upon the occurrence of an undesirable behavior, effectively reducing the future frequency of that unwanted target response.

243. (A) I, II, and III only
Piaget emphasized universal stages while Vygotsky highlighted cultural context; Piaget viewed language as reflecting cognitive maturity while Vygotsky saw it driving growth; both viewed learners as active constructivists. Statement IV is incorrect because Piaget maintained that cognitive maturation precedes learning, directly contradicting the assertion that both believed learning precedes maturation.

244. (A) Both A and R are true and R is the correct explanation of A
Constructivist teaching methods prioritize dialogue, collaborative problem solving, and reflective inquiry because constructivism views learning as an active social process. Meaning is actively constructed through interaction, peer exchange, and critical reflection rather than absorbed passively as unexamined static facts, making collaborative inquiry essential for deep understanding.

245. (A) Learning to make different responses to different stimuli that may resemble one another
Discrimination learning in Gagné's cognitive hierarchy represents the capability to distinguish between similar environmental stimuli and produce different responses for each. The learner identifies subtle perceptual or structural differences among closely related triggers, ensuring that specific, accurate responses are made to distinct incoming stimuli.

246. (B) Intrapersonal Intelligence
Intrapersonal intelligence in Howard Gardner's framework describes high capacity for self-awareness, metacognitive reflection, and understanding one's own emotional states, values, and motivations. Individuals strong in intrapersonal intelligence accurately evaluate personal capabilities, guide their own behavior effectively, and engage in continuous self-regulated emotional and intellectual reflection.

247. (B) Mental images and visual representations
Iconic representation in Jerome Bruner's model relies on mental images, visual diagrams, pictures, and sensory visual structures. Information is mentally encoded and processed through visual spatial representations without needing direct physical manipulation (enactive mode) or formal abstract symbol systems like language and mathematical formulas (symbolic mode).

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248. (B) Lev Vygotsky
Lev Vygotsky coined the term "Zone of Proximal Development" (ZPD) within his socio-cultural theory of cognitive development. He defined it as the developmental region between a learner's independent problem-solving capacity and their potential achievement when provided with scaffolded guidance and collaboration from more knowledgeable instructors or peers.

249. (B) Law of Disuse
Thorndike's Law of Disuse, a component of the Law of Exercise, states that when a stimulus-response connection is not exercised or practiced

CHAPTER 04

Curriculum Development and Design

1. Which of the following statements most accurately defines the comprehensive educational concept of "curriculum"?
(A) The totality of planned learning experiences provided by an educational institution
(B) A structured list of specific academic subjects, prescribed textbooks, and annual lesson schedules
(C) The official syllabus published by an examination authority detailing exam topics and mark weightage
(D) A organized set of co-curricular activities and physical education schedules managed by administrators

2. In classical educational theory, John Dewey defined curriculum primarily as which of the following?
(A) A static body of facts and formal academic content transmitted from teacher to learner through structured lectures
(B) A strictly standardized set of measurable behavioral objectives evaluated through routine psychomotor tests
(C) A continuous reconstruction of student experience aligned with personal inquiry and social needs
(D) A mechanical sequence of textbook units mandated and regulated by central school administrative bodies

3. Which dimension of curriculum encompasses the unintended, unwritten, and informal values, norms, and perspectives that students learn in school?
(A) Hidden curriculum
(B) Explicit curriculum
(C) Null curriculum
(D) Core curriculum

4. In educational planning, the term "Null Curriculum" as formulated by Elliot Eisner refers to:
(A) Topics taught within standard classroom hours that carry zero assessment value in board examinations
(B) Remedial modules and specialized study sessions designed specifically for low-performing students
(C) Co-curricular activities and non-academic events conducted outside formal classroom instructional time
(D) Concepts and subject matter that are consciously or unconsciously omitted from the formal curriculum

5. Consider the following statements regarding the structural dimensions of curriculum:
I. The overt curriculum comprises explicit instructional objectives, textbooks, and assessment rubrics.
II. The covert curriculum operates primarily through organizational culture, social interactions, and institutional rules.
III. The null curriculum represents learning outcomes that occur spontaneously without teacher planning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

6. The term "curriculum" is derived from the Latin word "currere", which literally means:
(A) To teach or instruct
(B) To measure and evaluate
(C) A course or track to be run
(D) A collection of books

7. From an institutional leadership standpoint, which of the following best reflects the modern view of curriculum transaction?
(A) Strict transmission of printed textbook material without any pedagogical variation or classroom adaptation
(B) Completion of prescribed syllabus topics within designated working days regardless of student comprehension
(C) Exclusive reliance on standardized external test banks and mandatory worksheets for daily instruction

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mentally, interpret topographic maps, and navigate unfamiliar environments efficiently. Individuals high in spatial intelligence easily transform visual images, conceptualize structural designs, and manipulate geometric spatial dimensions mentally.

279. (B) S-R connections weaken when practice is discontinued over time.
Thorndike's Law of Disuse, part of his broader Law of Exercise, asserts that when a modifiable stimulus-response connection is not practiced or utilized over time, the strength of that neural association weakens progressively. Disuse leads to reduced retrieval speed and accuracy, highlighting the necessity of ongoing practice for skill retention.

280. (A) Active knowledge construction, higher-order cognitive processing, and learner-centered pedagogy
Replacing passive lectures with problem-based units, collaborative peer projects, and multi-modal performance assessments demonstrates leadership prioritizing active knowledge construction, higher-order cognitive processing, and learner-centered pedagogy. This administrative approach aligns school instruction with constructivist principles, fostering deep conceptual understanding, critical thinking, and student self-regulation.

281. (A) Post-reinforcement pause and response "scallop"
Fixed-interval reinforcement schedules produce a distinct response pattern featuring a post-reinforcement pause immediately following reward delivery, followed by a gradual, accelerating increase in response frequency as interval termination approaches. This characteristic temporal response curve is widely referred to as the fixed-interval "scallop" pattern in operant conditioning.

282. (A) Transitivity
Transitivity is the logical operational ability to infer implicit structural relationships between items. Recognizing that if $A = B$ and $B = C$, then $A = C$ demonstrates transitive reasoning. Emerging during Piaget's concrete operational stage, transitivity allows children to arrange items serially and execute logical mathematical comparisons accurately.

283. (A) I, II, and IV only
Vygotsky's socio-cultural theory posits that cognition is socially mediated, language is the primary self-regulatory tool, and learning leads development within the ZPD. Statement III is false because Vygotsky explicitly rejected social isolation, maintaining that interaction with knowledgeable instructors and peers is essential for driving cognitive growth.

284. (A) Both A and R are true and R is the correct explanation of A
Applying negative reinforcement increases target behavior frequency because negative reinforcement involves removing or terminating an unpleasant, aversive stimulus when the desired behavior occurs. Eliminating a noxious stimulus contingent upon proper conduct reinforces the behavior, increasing the probability that students will repeat the target response in future situations.

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285. (A) Eliciting performance
Event 7 of Gagné's Nine Events of Instruction is eliciting performance. Following content presentation and learning guidance, the instructor prompts students to actively practice or execute the learned behavior independently, enabling them to demonstrate their emerging understanding before receiving corrective feedback in event 8.

286. (A) Interpersonal Intelligence
Interpersonal intelligence in Howard Gardner's framework is prominent in effective leaders, counselors, diplomats, and educators. It represents the capability to understand other people's motives, feelings, intentions, and perspectives, enabling individuals to communicate persuasively, mediate interpersonal conflicts, build trust, and collaborate effectively across diverse social and professional environments.

287. (A) Focus on multiple aspects of a situation simultaneously rather than focusing on only one feature
Decentration in Piagetian cognitive development theory is the ability to focus on multiple dimensions of a situation simultaneously rather than centrating on a single perceptual feature. Emerging during concrete operations, decentration enables children to balance changes in height against changes in width, forming the foundation for mastering conservation tasks.

16. Which of the following attributes belongs specifically to the concept of "Syllabus" rather than "Curriculum"?
(A) Contains the overall school vision, mission, and value ethos
(B) Details the total life of the school including physical facilities and community integration
(C) Incorporates guidance, counseling, and non-scholastic co-curricular clubs
(D) Lists topic-by-topic content and time allocations for a specific subject examination

17. When a teacher prepares a term-wise teaching plan derived from the subject topic outline provided by the examination board, the teacher is primarily working with the:
(A) Syllabus
(B) Macro-curriculum
(C) Core curriculum
(D) Hidden curriculum

18. Which pair correctly matches the scope to its appropriate educational document?
(A) Broad educational vision, core societal values, and institutional mission statement — Syllabus
(B) Comprehensive extracurricular house system management and administrative organization — Course outline
(C) Detailed topic list of textbook units for Class X Mathematics — Syllabus
(D) Unwritten socio-cultural norms, peer behaviors, and hidden institutional rules — Official syllabus

19. An educational administrator planning an institutional audit must recognize that while syllabus completion is monitored through teacher logs, curriculum evaluation requires assessing:
(A) Student learning experiences, personal growth, and alignment with holistic goals
(B) Only the final summative performance scores and marks achieved by students in external standardized tests
(C) The total monetary expenditure on textbook procurement, classroom supplies, and instructional aids
(D) The total number of official teaching periods and academic working hours allocated per subject week

20. Consider the following aspects of educational planning:
I. Formulation of overarching national goals and human values
II. Topic-wise distribution of content across academic terms
III. Organization of sports, cultural events, and community projects
IV. Design of subject-specific unit tests based on prescribed textbook chapters
Which of the above aspects fall within the domain of Curriculum design?
(A) I and III only
(B) II and IV only
(C) I, II and III only
(D) I, II, III and IV

21. Which statement regarding the dynamic nature of syllabus and curriculum is INCORRECT?
(A) A syllabus can be updated frequently to include new subject topics without altering the overarching curriculum framework
(B) Curriculum framework changes typically require systemic policy updates and educational reform efforts
(C) Curriculum operates independently without any alignment to the school syllabus
(D) Curriculum incorporates non-formal and informal learning dimensions alongside formal syllabi

22. In the hierarchy of educational planning, which order correctly represents the sequence from macro-level to micro-level design?
(A) Lesson Plan → Unit Plan → Syllabus → Curriculum Framework
(B) Curriculum Framework → Syllabus → Unit Plan → Lesson Plan
(C) Unit Plan → Lesson Plan → Curriculum Framework → Syllabus
(D) Syllabus → Curriculum Framework → Lesson Plan → Unit Plan

23. The "Principle of Flexibility" in curriculum construction dictates that:
(A) Every student in the institution must strictly follow identical learning paces, schedules, and uniform routines
(B) Classroom teachers are given absolute freedom to discard core academic subjects at their personal discretion
(C) Standardized annual examinations and periodic assessments should be abolished completely across all public schools
(D) Content and teaching methods adapt to regional contexts, learner diversity, and evolving needs

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Which of the above are defining features of a Child-Centered Curriculum?
(A) I and III only
(B) I, II and IV only
(C) II and III only
(D) I, II, III and IV

41. A child-centered curriculum addresses individual differences among learners primarily through:
(A) Standardized uniform teaching methods for all students
(B) Segregating slow learners into non-academic streams permanently
(C) Multi-sensory teaching strategies and differentiated instruction
(D) Reducing academic benchmarks across the entire institution

42. In a child-centered framework, what is the primary function of learning materials and teaching aids?
(A) To serve as attractive decorative elements during formal classroom evaluation inspections
(B) To replace the classroom teacher entirely during scheduled daily instructional time
(C) To ensure all enrolled students read identical textbook sentences simultaneously in class
(D) To provide concrete experiences that stimulate student inquiry and exploration

43. Which of the following is a potential criticism or limitation of poorly implemented child-centered curriculum designs?
(A) It completely neglects individual learner differences and personal developmental paces
(B) It overemphasizes repetitive rote memorization, passive listening, and mechanical skill drill
(C) It may lead to fragmented knowledge if lack of structured teacher guidance occurs
(D) It excessively restricts student creative expression, personal autonomy, and social interaction

44. How does a child-centered curriculum view errors made by students during the learning process?
(A) As serious disciplinary infractions requiring immediate academic penalty or detention
(B) As permanent indicators of intellectual incapacity and lack of inherent academic aptitude
(C) As completely irrelevant background noise to be ignored during daily instruction by the teacher
(D) As valuable diagnostic indicators of cognitive development and learning gaps

45. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Community-centered curriculum design bridges the gap between formal schooling and real-life social experiences.
Reason (R): Schools function as sub-systems of society and must prepare children to resolve immediate and future community challenges.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. Which strategy best operationalizes the community-centered principle in a government school context?
(A) Confining all teaching and learning activities strictly within traditional physical classroom walls
(B) Conducting field surveys and inviting community elders as resource persons
(C) Standardizing all project assignments using imported foreign online instruction templates
(D) Strictly banning parents, community elders, and local stakeholders from visiting school premises

47. In community-centered curriculum design, the local environment serves as:
(A) A peripheral distraction from rigorous academic and examination-focused learning
(B) A direct substitute for basic foundational literacy and numeracy skill instruction
(C) A rich, contextual learning laboratory and resource bank
(D) An unnecessary administrative burden placed upon school heads and management

48. When a Principal organizes a project where students map local water conservation bodies and present solutions to the local Panchayat/ Municipal body, which curriculum principle is demonstrated?
(A) Pure Subject-Centered Traditional Curriculum Principle
(B) Perennialist Discipline and Academic Rigor Principle

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Monopolization
(C) Principle of Rote Retention and Fact Memorization
(D) Principle of Total Character and Personality Development

33. The principle of "Community-Centeredness" in curriculum construction establishes that:
(A) School activities reflect community needs and use local resources as learning labs
(B) Local community members dictate classroom daily schedules without professional teacher input
(C) Schools strictly isolate enrolled students from all surrounding local community and social activities
(D) Curriculum focuses solely on abstract global theoretical models while completely ignoring local context

34. In a child-centered curriculum design, the selection of learning activities and content is primarily driven by:
(A) The operational convenience of the institutional master timetable and administrative teacher preference
(B) The prescribed administrative mandates and formal directives of external standardized testing organizations
(C) The developmental needs, interest patterns, abilities, and learning styles of the child
(D) The historical theoretical structure and traditional organization of university academic disciplines

35. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): In a child-centered curriculum, the role of the teacher shifts from a transmitter of knowledge to a facilitator of learning.
Reason (R): Child-centered pedagogy emphasizes active knowledge construction by the learner rather than passive reception.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which psychological perspective forms the foundational rationale for child-centered curriculum design?
(A) Radical Behaviorism and Operant Conditioning
(B) Classical Essentialism and Academic Rigor
(C) Structural Perennialism and Intellectual Tradition
(D) Constructivism and Developmental Psychology

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37. Which of the following classroom practices best reflects the child-centered principle in curriculum implementation?
(A) Differentiated learning tasks offering choices based on student interest and readiness
(B) Continuous teacher monologue while all students silently copy formal notes from the blackboard
(C) Rigid seats arranged in fixed, immobile rows facing the classroom teacher's elevated desk
(D) Uniform drill-and-practice worksheets assigned to all students regardless of prior mastery levels

38. In child-centered curriculum design, assessment is predominantly conceptualized as:
(A) High-stakes competitive rank testing designed specifically to rank all students publicly on bell curves
(B) External administrative audits conducted purely for formal institutional grading and accreditation
(C) Continuous and formative, integrated with learning to support learner progress
(D) Standardized norm-referenced psychometric tests administered annually across all district schools

39. Which educational reformer is historically associated with advocating for experiential, child-centered education through the concept of "learning by doing"?
(A) Edward Thorndike
(B) B.F. Skinner
(C) Benjamin Bloom
(D) John Dewey

40. Consider the following characteristics of classroom pedagogy:
I. Active participation of learners in exploring concepts
II. Flexible pacing tailored to individual learning speeds
III. Rigid adherence to a pre-scripted textbook sequence
IV. Utilization of formative feedback to guide learning

coding, and digital literacy independently
(C) Crowds, praise, and power dynamics inherent in school organizational structures
(D) Standardized test-taking strategies and examination preparation methodologies

92. As a Head of School, how can a Principal constructively address negative aspects of the hidden curriculum (such as subtle gender stereotypes or elite bias)?
(A) Ignoring informal daily social interactions and focusing purely on formal board exam results
(B) Increasing the total number and frequency of formal written examinations across all grades
(C) Enforcing stricter physical punishment rules, detention schedules, and administrative sanctions
(D) Conducting equity audits of school climate, teacher practices, and institutional routines

93. Consider the following school practices:
I. Rewarding quiet compliance while punishing critical questioning
II. Allocating sports equipment primarily to male students during recess
III. Displaying inclusive images of diverse cultures and gender roles in school corridors
IV. Enforcing a strict seating arrangement based on academic marks ranking
Which of the above transmit messages through the Hidden Curriculum?
(A) I and II only
(B) III and IV only
(C) I, II and IV only
(D) I, II, III and IV

94. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The hidden curriculum can reinforce social inequalities or foster positive democratic values.
Reason (R): Institutional climate, school rules, teacher attitudes, and peer interactions continuously communicate values to students tacitly.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

95. Which element is NOT typically part of the hidden curriculum?
(A) Prescribed chapters in the state NCERT textbook
(B) Classroom reward systems and praise mechanisms
(C) School rules regarding punctuality and obedience
(D) Informal social hierarchies among peer groups

96. Critical theorists (such as Bowles and Gintis) argue that the hidden curriculum in traditional schooling often serves to:
(A) Eliminate socio-economic class differences and structural inequalities completely from society
(B) Prepare working-class children for subordinate roles in industrial labor forces
(C) Maximize creative artistic thinking, personal autonomy, and critical inquiry in every child
(D) Guarantee equal economic income and professional employment status for all school graduates

97. Scenario: In a school, daily assemblies consistently assign leadership roles exclusively to senior male students while female students are assigned greeting duties. This practice reinforces:
(A) Explicit core curriculum goals outlined in central state policy documents
(B) Objective competency standards established for student leadership assessment
(C) Implicit/hidden curriculum reinforcing traditional gender roles
(D) Null curriculum in physical education and co-curricular leadership training

98. How can a school transform its hidden curriculum into a positive force for character development?
(A) Replacing all human classroom teachers with automated digital computer software programs
(B) Eliminating all non-tested social interactions, recess periods, and informal clubs from the school day
(C) Strictly separating and tracking students into fixed classrooms based on academic performance scores
(D) Fostering a school ethos based on respect, equity, and inclusive values

99. The alignment of the hidden curriculum with explicit curriculum goals is known as creating a:

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(C) Abstract Constructivist Isolation and Theory Principle
(D) Community-Centered and Social Relevance Principle

49. Which of the following is an essential benefit of integrating community-centered principles into school curriculum?
(A) Total elimination of the ongoing requirement for professionally trained classroom teachers
(B) Absolute uniformity of standardized test scores across geographically diverse regional zones
(C) Complete reduction and minimization of annual school operating and administrative budgets
(D) Enhancing social cohesion, civic awareness, and practical relevance of learning

50. Scenario: A school located in an urban village environment experiences high absenteeism during local community festivals and harvest seasons. The Principal redesigns the activity calendar to align project-based learning with community practices. This initiative reflects:
(A) Severe lack of institutional administrative discipline
(B) Complete abandonment of rigorous academic quality standards
(C) Contextualized community-centered curriculum planning
(D) Administrative compliance failure and regulatory breach

51. The concept of "School as a Community Centre" implies that:
(A) The physical school facility must remain locked and inaccessible outside official class hours
(B) The local community directly manages daily school personnel administrative sanctions and payroll
(C) Formal theoretical content is completely eliminated in favor of local political discussions
(D) School facilities are utilized for community development and social interaction

52. Which pair correctly matches the curriculum orientation with its core operational focus?
(A) Subject-centered — Standardized academic disciplines and content mastery
(B) Child-centered — Prescribed textbook units, formal lectures, and teacher recitations
(C) Community-centered — Isolated individual self-study modules and solitary textbook reading
(D) Null curriculum — Core national competencies, mandatory benchmarks, and standardized rubrics

53. Integrating local cultural heritage, folk art, and regional trades into vocational units of the school curriculum aligns directly with:
(A) Essentialist discipline-based academic curriculum
(B) Standardized psychometric examination curriculum
(C) Community-centered and contextualized curriculum
(D) Abstract logic-based theoretical subject curriculum

54. Which mechanism in school governance actively facilitates community participation in curriculum transaction and school planning under the RTE Act 2009?
(A) Institutional Staff Council Committee
(B) Central Board Audit and Inspection Team
(C) Parent-Teacher Examination and Review Panel
(D) School Management Committee (SMC)

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55. Consider the following goals:
I. Developing social responsibility and civic consciousness
II. Utilizing local community knowledge and living traditions
III. Fostering real-world problem-solving skills addressing local needs
IV. Isolating students from socio-economic realities of their surroundings
Which of the above are objectives of a Community-Centered Curriculum?
(A) I and IV only
(B) I, II and III only
(C) II and III only
(D) I, II, III and IV

56. A primary defining feature of a traditional Subject-Centered Curriculum is that:
(A) Learning experiences are organized around real-world student interests, needs, and personal goals
(B) Evaluation and assessment are entirely performance-based, non-graded, and informal in nature
(C) Content is organized into distinct academic

Reason (R): Learner-centered classrooms abandon all learning goals and structure, permitting unstructured activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In contrast to subject-centered models, a learner-centered curriculum views the student as:
(A) An empty vessel (tabula rasa) to be filled with knowledge
(B) A passive consumer of educational products
(C) An active, self-regulating constructor of knowledge
(D) A uniform element in a standardized cohort

77. Which pedagogical framework aligns closely with learner-centered curriculum implementation?
(A) Direct Transmission Lecture Model and Passive Recitation
(B) Universal Design for Learning and Differentiated Instruction
(C) Rigid Rote Memorization Drill Model and Repetitive Tasks
(D) Standardized Direct Instruction Monologue and Recitation

78. What is the fundamental concept underlying a "Core Curriculum"?
(A) A curriculum that consists exclusively of physical education, sports, and health training
(B) An elective curriculum where students choose 100% of their academic courses freely without restriction
(C) A specialized vocational curriculum designed only for senior secondary dropouts and struggling learners
(D) A common body of essential learning experiences and values required for all students

79. The Core Curriculum design usually combines elements of essential general education with:
(A) Total subject isolation and rigid compartmentalization of traditional academic disciplines
(B) Advanced university-level research methodologies and theoretical academic specialization
(C) Selective elite academic tracking based on early standardized psychometric entrance tests
(D) Problem-solving skills, common citizenship values, and interdisciplinary integration

80. Consider the following statements regarding Core Curriculum:
I. It provides a common foundational learning experience for all learners in a school system.
II. It typically addresses overarching societal needs and fundamental citizenship skills.
III. It completely eliminates specialized elective subjects in higher secondary grades.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

81. In an institutional master schedule, "Core Subjects" are characterized by being:
(A) Optional elective courses chosen by enrolled students according to personal hobbies and interests
(B) Mandatory foundation subjects that every student must study to qualify
(C) Extra-curricular non-academic activities conducted after official school instructional hours
(D) Remedial coaching classes organized specifically for low-performing or failing students

82. The core curriculum approach in modern educational policy (such as NEP 2020) emphasizes:
(A) Increasing content volume comprehensively to cover every scientific topic in standard textbooks
(B) Forcing all secondary students to study advanced theoretical physics regardless of interest
(C) Reducing curriculum content to core essentials to foster critical thinking
(D) Eliminating regional language studies completely from basic elementary schooling programs

83. Which of the following is a major rationale for establishing a Core Curriculum across national or state school systems?
(A) Enforcing absolute uniformity in teacher pedagogical styles and daily classroom lesson plans

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(C) Spiral constructivist design
(D) Subject-centered curriculum

67. The central organizing focus of a Learner-Centered Curriculum is:
(A) The needs, interests, experiences, and growth patterns of the student
(B) The structural logic, formal rules, and theoretical hierarchy of scientific disciplines
(C) The immediate manpower mandates and workforce requirements of industrial employers
(D) The historical evolution, textual analysis, and canonical value of classic literature

68. In a Learner-Centered Curriculum design, how is learning content primarily selected?
(A) Prescribed strictly by central external examination boards years in advance of instruction
(B) Mandated by administrative circulars and regulatory directives without any variation
(C) Selected based on learner readiness, needs, and teacher-student planning
(D) Derived solely from standardized multiple-choice question banks and published drill sheets

69. Which of the following forms the basis of instructional grouping in a flexible Learner-Centered classroom?
(A) Rigid chronological age-grading and fixed grade placement exclusively
(B) Alphabetical seating and grouping based on student surnames in registers
(C) Separation of enrolled students into streams by socio-economic status
(D) Flexible, needs-based, interest-based, and collaborative peer grouping

70. Scenario: Teacher A designs learning centers in the classroom where students choose tasks across art, reading, science experiments, and math puzzles based on personal learning goals. This operationalizes:
(A) Subject-centered curriculum
(B) Broad-fields discipline model
(C) Learner-centered curriculum
(D) Essentialist textbook model

71. In learner-centered curriculum theory, "active learning" implies that students:
(A) Listen attentively and quietly to continuous teacher lectures for six hours daily
(B) Copy detailed notes rapidly and accurately from digital blackboards during class
(C) Memorize mathematical formulas and definitions through continuous chorale repetition
(D) Interact with content, solve problems, and reflect on their understanding

72. Which type of assessment is most integral to sustaining a Learner-Centered Curriculum?
(A) High-stakes competitive rank testing designed to rank all students publicly on bell curves
(B) Annual norm-referenced psychometric ranking tests administered by central testing agencies
(C) Continuous and formative assessment integrated with diagnostic feedback
(D) Passive fill-in-the-blank end-of-term worksheets and standardized recall quizzes

73. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Learner-centered curriculum designs foster self-directed learning and intrinsic motivation.
Reason (R): When students have agency over their learning paths and content relevance, personal ownership of knowledge increases.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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74. Which of the following is a key feature of Carl Rogers' humanistic approach to learner-centered education?
(A) Strict teacher control, behavioral conditioning, and standardized drill routines
(B) Standardized mechanical teaching machines and programmed instructional software
(C) Exclusive pedagogical focus on psychomotor repetitive drills and physical training
(D) Empathic understanding, facilitator warmth, and genuine student-teacher relationships

75. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Implementing a learner-centered curriculum requires teachers to possess high levels of pedagogical flexibility and diagnostic assessment skill.

24. Which principle of curriculum construction emphasizes that learning experiences should directly prepare students for real-life socio-economic roles and practical living?
(A) Principle of Utility
(B) Principle of Subject Isolation
(C) Principle of Elitism
(D) Principle of Static Content

25. The "Principle of Integration" in curriculum design is primarily concerned with:
(A) Separating traditional academic subjects into watertight, isolated, and highly compartmentalized subject units
(B) Establishing meaningful connections across different subjects and real-world contexts
(C) Distributing annual institutional funding equally across science, humanities, and arts departments
(D) Ensuring all enrolled students strictly adhere to wearing identical school uniforms daily

26. Which principle requires that curriculum content must align with the cognitive, emotional, and physical developmental stages of the learners?
(A) Principle of Administrative Convenience
(B) Principle of Child-Centeredness
(C) Principle of Historical Continuity
(D) Principle of Subject-Matter Dominance

27. The "Principle of Comprehensive Scope" (or Variety) in curriculum construction ensures that:
(A) Provision is made for cognitive, affective, and psychomotor growth through diverse activities
(B) Only formal academic, theoretical, and examination-oriented subjects are included in the curriculum
(C) All classroom teaching is conducted exclusively through traditional, standardized lecture-based methods
(D) Practical vocational skills completely replace all standard academic content in secondary education programs

28. Which of the following is NOT a recognized principle of effective curriculum design?
(A) Principle of Structural Continuity and Functional Elasticity
(B) Principle of Alignment with Social and Community Needs
(C) Principle of Rigid Compartmentalization of Subject Matter
(D) Principle of Harmonious Integration of Work and Play Activities

29. When designing a school curriculum that incorporates local environmental issues, cultural heritage, and community resources alongside national standards, which principles are being balanced?
(A) Principle of Extreme Centralization, Standardization, and Administrative Rigidity
(B) Principle of Abstract Theoretical Isolation and Regional Methodological Uniformity
(C) Principle of Theoretical Subject Dominance and Continuous Standardized Drill
(D) Principle of Relevance, Community-Centeredness, and Curriculum Flexibility

30. A Principal directing a curriculum committee insists that science, social studies, and mathematics topics should be arranged so that concepts build sequentially upon previously mastered ideas across grades. Which principle is being applied?
(A) Principle of Arbitrary and Random Content Assignment
(B) Principle of Horizontal Differentiation Across Subjects
(C) Principle of Vertical Continuity and Articulation
(D) Principle of Terminal Assessment and Summative Grading

31. The principle of "Forward-Looking" in curriculum construction suggests that the curriculum should:
(A) Focus exclusively on historical cultural achievements, traditional narratives, and ancient classical texts
(B) Equip learners with future-ready skills, adaptability, and critical thinking for evolving challenges
(C) Prepare students strictly for immediate term-end written examinations and standardized score benchmarks
(D) Replicate past administrative structures and traditional teaching methods without any institutional modification

32. Which principle of curriculum construction advocates for the harmonious development of head, heart, and hand (3 Hs)?
(A) Principle of Strict Academic Subject Isolation
(B) Principle of Exclusive Academic

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(B) Reducing the overall duration and required working hours of basic elementary school education
(C) Eliminating regional language variations and localized instructional materials across states
(D) Ensuring standard cultural literacy, social equity, and educational equity

84. In core curriculum implementation, "block scheduling" or broad integration periods are often used to:
(A) Ensure classroom teachers have more administrative break time and preparation periods daily
(B) Isolate academic subjects into shorter 15-minute lecture slots and strict recitations
(C) Conduct daily standardized paper-and-pencil testing and continuous student performance ranking
(D) Allow in-depth investigation of broad social problems crossing traditional subject bounds

85. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Core curriculum promotes social integration in a diverse democracy.
Reason (R): It ensures all children, regardless of background, acquire shared foundational concepts, civic values, and essential life skills.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. How does a Core Curriculum balance mandatory learning with individual student interests?
(A) By combining a common mandatory core with flexible electives and skill-based tracks
(B) By requiring 100% core subjects throughout primary and secondary school without choices
(C) By allowing students to opt out of literacy and numeracy foundations
(D) By letting local management determine core subjects randomly every month

87. Core curriculum designs frequently organize knowledge around:
(A) Isolated academic discipline definitions and textbook rules
(B) Alphabetic textbook structures and standard subject indices
(C) Broad social issues, human persistent problems, and integrated theme units
(D) Random interest topics selected daily by the classroom teacher

88. In the Indian context, the core elements specified in national curriculum frameworks (such as history of freedom movement, constitutional obligations, gender equality) serve to:
(A) Standardize regional languages into a single uniform national dialect
(B) Promote national identity, equity, and shared civic responsibility
(C) Eliminate state-level educational authority and local curriculum boards
(D) Increase textbook weight, paper usage, and print volume significantly

89. The term "Hidden Curriculum" refers to:
(A) Secret documents kept in the Principal's office regarding annual teacher appraisal scores
(B) Out-of-syllabus complex questions that appear unexpectedly in competitive board examinations
(C) Digital instructional content and online modules accessible only through administrative passwords
(D) Unwritten, unofficial, and unintended lessons, values, and perspectives learned in school

90. Which of the following is an example of a lesson transmitted via the "Hidden Curriculum"?
(A) Learning how to solve quadratic equations and algebraic proofs in Mathematics classes
(B) Learning submissiveness to authority or implicit gender bias through classroom routines
(C) Understanding the chemical formula, molecular structure, and bonding of water in Chemistry
(D) Memorizing the exact dates and strategic outcomes of major historical battles in Social Studies

91. Sociologist Philip Jackson introduced the term "Hidden Curriculum" in his book Life in Classrooms (1968) to describe how children learn:
(A) Advanced scientific research methods and quantitative statistical analysis techniques
(B) Computer programming skills, software

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disciplines with emphasis on knowledge acquisition
(D) Students decide the detailed subject syllabus democratically each week during class meetings

57. Which theoretical paradigm primarily underpins the Subject-Centered Curriculum approach?
(A) Radical Progressivism and Reformism
(B) Social Reconstructivism and Activism
(C) Humanistic Constructivism and Growth
(D) Essentialism and Perennialism

58. Which of the following is a major criticism leveled against the Subject-Centered Curriculum model?
(A) It fragments knowledge and neglects learner needs and real-life integration
(B) It completely lacks logical organization, structural depth, and sequence
(C) It is impossible to evaluate accurately using standardized paper-and-pencil testing
(D) It requires excessive community field work, external visits, and project trips

59. In a Subject-Centered Curriculum, the organizing structure of content is predominantly:
(A) Problem-based, interdisciplinary, and structured around open student inquiries
(B) Spontaneous, informal, and dependent on daily child inquiries and spontaneous play
(C) Centered around social service projects and active local community participation
(D) Logical, sequential, and topic-driven within specific subject bounds

60. How is the role of the teacher primarily defined in a Subject-Centered Curriculum design?
(A) A co-investigator actively discovering knowledge alongside students through inquiry
(B) A passive observer supervising child-directed play and spontaneous activities
(C) An authoritative expert responsible for delivering structured content
(D) A community liaison manager organizing field visits and external projects

61. Which instructional methodology is most commonly associated with a Subject-Centered Curriculum?
(A) Project-based inquiry groups and student discussions
(B) Open-ended discovery play and student exploration
(C) Teacher-led lectures, textbook reading, and direct instruction
(D) Community service-learning field work and local surveys

62. Which of the following statements regarding Subject-Centered Curriculum is TRUE?
(A) It prioritizes student personal interest over subject logical structural order
(B) It completely avoids using standard textbooks or formal written examinations
(C) It focuses primarily on developing emotional intelligence and peer group bonding
(D) It allows easy master-scheduling and structured academic evaluation

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63. When subject content is organized strictly according to the internal logic and hierarchy of the discipline (e.g., simple to complex in Mathematics), the curriculum design is:
(A) Learner-centered
(B) Problem-centered
(C) Subject-centered
(D) Experience-centered

64. Standardized summative testing, end-of-year examinations, and percentage-based grading align most naturally with which curriculum orientation?
(A) Learner-Centered Curriculum
(B) Activity-Centered Curriculum
(C) Integrated Humanistic Curriculum
(D) Subject-Centered Curriculum

65. What is a key advantage of Subject-Centered Curriculum for educational planning?
(A) Clear organization, ease of sequence planning, and straightforward assessment design
(B) High responsiveness and adaptability to individual student learning rates and needs
(C) Natural and seamless integration of emotional development and social life skills
(D) Total elimination of passive learning and rote memorization in secondary classrooms

66. A high school schedule divided into 45-minute isolated periods of Physics, Chemistry, Mathematics, and English literature, each following a specific textbook chapter sequence, is a classic example of:
(A) Broad-fields curriculum
(B) Core curriculum

(A) Fragmented school culture and climate
(B) Standardized testing regime and audit
(C) Coherent and positive learning environment
(D) Rigid administrative hierarchy and rule

100. The concept of "Spiral Curriculum" was prominently formulated by which cognitive psychologist?
(A) Jean Piaget
(B) Lev Vygotsky
(C) David Ausubel
(D) Jerome Bruner

101. What is the fundamental operational principle of a Spiral Curriculum?
(A) Ideas are presented once, comprehensively, and never revisited again in subsequent academic grades
(B) Basic concepts are introduced early and revisited at increasing depth and complexity
(C) Content is selected purely based on random current news events each week without long-term planning
(D) Academic subjects are studied in complete isolation without any pedagogical continuity across years

102. Jerome Bruner's famous hypothesis regarding readiness states that:
(A) Children cannot comprehend abstract scientific or mathematical concepts until reaching age 16
(B) Learning depends entirely on external behavioral reinforcement rewards and repetitive stimulus drills
(C) Any subject can be taught effectively in an intellectually honest form to any child
(D) Cognitive development is fixed at birth and completely unalterable by formal school instruction

103. In Bruner's framework, what are the three modes of representation through which learners construct understanding sequentially?
(A) Enactive, Iconic, and Symbolic
(B) Visual, Auditory, Kinesthetic
(C) Concrete, Pictorial, Abstract (CPA)
(D) Sensorimotor, Pre-operational, Concrete operational

104. Consider the following sequence of instructional activities for teaching the concept of "Fractions":
1. Students manipulate plastic pie pieces physically.
2. Students draw diagrams representing shaded parts of circles.
3. Students write and calculate fraction equations using numerical symbols (1/2 + 1/4).

This pedagogical progression directly operationalizes Bruner's stages of:
(A) Symbolic → Iconic → Enactive
(B) Enactive → Iconic → Symbolic
(C) Iconic → Enactive → Symbolic
(D) Enactive → Symbolic → Iconic

105. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): A spiral curriculum enables deep mastery and long-term retention of core concepts.
Reason (R): Re-visiting concepts periodically allows learners to connect new insights to prior knowledge at higher levels of abstraction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. Which of the following describes a key advantage of the Spiral Curriculum design?
(A) It completely eliminates the necessity for diagnostic learning assessment in higher school grades
(B) It significantly reduces the total required school curriculum duration by half across all subjects
(C) It prevents classroom teachers from introducing complex abstract topics in secondary school levels
(D) Reinforcement over time builds confidence and bridges learning gaps incrementally

107. When a curriculum introduces the concept of "Ecosystems" in Primary school through local garden observation, in Middle school through food web diagrams, and in Senior Secondary school through biochemical nutrient cycling equations, it is following a:
(A) Spiral curriculum model
(B) Linear curriculum model
(C) Concentric non-revisiting model
(D) Random topic model

108. What is a common challenge associated with designing a Spiral Curriculum?
(A) Total lack of cognitive and pedagogical

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(D) Curriculum Development: Theory and Practice

178. Tyler's rationale for curriculum development is structured around four fundamental questions. Which of the following is the FIRST question in Tyler's model?
(A) What educational experiences can be provided that are likely to attain these purposes?
(B) What educational purposes should the school seek to attain?
(C) How can these educational experiences be effectively organized?
(D) How can we determine whether these purposes are being attained?

179. Put Tyler's four fundamental steps of curriculum development in correct chronological order:
1. Organizing educational learning experiences
2. Determining educational objectives
3. Evaluating the effectiveness of learning experiences
4. Selecting learning experiences to achieve objectives

(A) $2 \rightarrow 4 \rightarrow 1 \rightarrow 3$
(B) $1 \rightarrow 2 \rightarrow 3 \rightarrow 4$
(C) $4 \rightarrow 2 \rightarrow 1 \rightarrow 3$
(D) $2 \rightarrow 1 \rightarrow 4 \rightarrow 3$

180. Tyler identified three major sources for deriving educational objectives. What are these three sources?
(A) Standard Textbooks, Regional School Boards, and Competitive Exam Papers
(B) The Learner, Contemporary Life outside school, and Subject Specialists
(C) Classroom Teachers, Institutional Principals, and Financial Audit Teams
(D) Government Gazette, Commercial Textbook Publishers, and Political Parties

181. In Tyler's model, what two "screens" are used to filter and refine tentative educational objectives into precise operational goals?
(A) Educational Philosophy and Psychology of Learning
(B) Financial Budget Limits and Rigid Time Constraints
(C) Textbook Availability and Teacher Personal Preference
(D) Political Mandates and Parent Community Requests

182. Which statement accurately describes a major characteristic of Tyler's curriculum model?
(A) It is a linear, objective-driven, deductive model
(B) It is an unstructured, open-ended narrative approach
(C) It rejects the use of evaluation in curriculum planning
(D) It starts with textbook selection before setting objectives

183. Hilda Taba modified Tyler's model by proposing an "Inductive Approach" to curriculum development. What was Taba's core assertion?
(A) Curriculum should be designed primarily by central administrative bureaucrats and handed down
(B) Curriculum should be designed by teachers starting with the development of grass-roots teaching-learning units
(C) Evaluation must be completely removed from curriculum design
(D) Objectives should only be formulated after final examinations are written

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184. Consider the following steps in Hilda Taba's Grass-roots Curriculum Model:
I. Diagnosis of needs
II. Formulation of objectives
III. Selection of content
IV. Organization of learning experiences
Which of the above reflect Taba's systematic sequence?
(A) I → II → III → IV
(B) II → I → IV → III
(C) III → IV → I → II
(D) IV → III → II → I

185. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Tyler's model is often criticized for being overly linear and behavioristic.
Reason (R): Critics argue that linear models treat education as a mechanical production line, ignoring dynamic, unplanned learning interactions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

117. Sports-Integrated Learning in the context of curriculum integration aims to:
(A) Replace formal academic studies entirely with intensive physical athletic training routines
(B) Isolate student athletes completely from standard academic classroom learning requirements
(C) Use sports activities to teach cognitive concepts, teamwork, and life skills
(D) Limit physical education strictly to after-school competitive sports tournaments and drills

118. Which of the following represents a practical institutional barrier to implementing an integrated curriculum in secondary schools?
(A) Availability of flexible seating and physical classroom arrangements
(B) Widespread availability of collaborative project spaces and resource centers
(C) High teacher interest and enthusiasm in developing interdisciplinary project topics
(D) Rigid subject-bound master timetables and departmental specialization silos

119. A Principal initiating thematic project-based learning across Grade 7 teachers (Science, Math, English, Social Studies collaborating on "Sustainable Cities") is implementing:
(A) Interdisciplinary curriculum integration
(B) Isolated discipline instruction model
(C) Direct textbook instruction methodology
(D) Mechanical skill drill and rote practice

120. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Integrated curriculum supports brain-compatible learning.
Reason (R): The human brain searches for patterns and connections naturally rather than processing isolated, fragmented facts efficiently.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. The National Education Policy (NEP) 2020 strongly advocates for breaking down rigid distinctions between:
(A) Primary and Middle elementary school education levels and administrative boundaries
(B) Daily teacher training activities and institutional administrative management duties
(C) Arts and Sciences, Curricular and Extra-curricular, Vocational and Academic streams
(D) Mathematics, Logical reasoning, and Quantitative scientific domain methodologies

122. In the curriculum development process, what is the primary purpose of conducting a "Needs Assessment"?
(A) To calculate the monetary budget required for buying standard classroom furniture and equipment
(B) To rank subject teachers based on student percentage pass rates in annual board examinations
(C) To select uniform color schemes for school infrastructure and administrative building renovation
(D) To identify gaps between learner performance/societal needs and desired goals

123. Which source of data is essential when conducting a comprehensive Needs Assessment for school curriculum revision?
(A) Student learning outcome data, societal expectations, and feedback
(B) Purely commercial sales catalogues of private commercial textbook publishers
(C) Foreign educational news reports and international policy documents exclusively
(D) Historical school archives and administrative records from 50 years ago without updates

124. At what stage of the systematic curriculum development process does Needs Assessment logically occur?
(A) After final summative evaluation and assessment of the overall curriculum program
(B) At the initial planning phase, prior to objective formulation and content selection
(C) During the final printing and distribution of official student end-of-term report cards
(D) Mid-way through term-end classroom instruction during regular academic calendar sessions

125. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Needs assessment ensures that curriculum development is responsive and

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contextually relevant.
Reason (R): Without identifying the specific learning gaps and socio-economic needs of the target demographic, curriculum design risks becoming irrelevant and outdated.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Which method is most appropriate for a school Head to collect qualitative data regarding community educational needs?
(A) Administering a standardized timed math test to parents during parent-teacher meetings
(B) Checking physical attendance registers and daily movement logs of classroom teachers
(C) Conducting focus group discussions with parents, community leaders, and industry reps
(D) Counting the total number of books, journals, and physical materials in the library

127. In needs assessment theory, the gap between "what is" (current state) and "what should be" (desired state) represents the:
(A) Null Content
(B) Educational Need
(C) Administrative Surplus
(D) Evaluation Variance

128. When a needs assessment reveals that secondary school graduates lack digital literacy and financial management skills, the curriculum development committee should:
(A) Ignore the survey finding completely as being non-academic and irrelevant to school operations
(B) Ban technology and financial software use across all school classrooms and administrative offices
(C) Increase required history memorization hours and classical textbook lecture periods significantly
(D) Integrate digital literacy and financial modules into curriculum content

129. Which of the following is a key target group whose input MUST be considered during institutional curriculum needs assessment?
(A) Foreign publishing sales agents and commercial software vendors only
(B) Equipment vendors, maintenance contractors, and building construction firms
(C) Students, Teachers, Parents, and Community/Industry partners
(D) Standardized test scoring software developers and external examination proctors

130. Scenario: A DoE school in an industrial area finds that 40% of students drop out due to economic pressures. A needs assessment indicates high demand for practical technical skills. The Principal should recommend:
(A) Increasing pure academic theoretical content and formal textbook study hours significantly
(B) Integrating job-oriented vocational skill modules alongside mainstream subjects
(C) Suspending all formal evaluations and standardized tests permanently for these students
(D) Transferring students to remote residential schools situated in surrounding rural districts

131. Needs assessment in curriculum development is best described as:
(A) A one-time historical planning event conducted prior to school establishment
(B) A purely financial accounting audit managing annual institutional resource grants
(C) A continuous diagnostic and feedback process ensuring dynamic alignment
(D) A mechanical administrative exercise required by policy without practical utility

132. Which tool is LEAST useful for identifying student academic learning needs during curriculum revision?
(A) Diagnostic achievement test results
(B) Student error pattern analysis
(C) Teacher feedback logs on learning difficulties
(D) School infrastructure painting inventory

133. Educational objectives in curriculum design serve primarily to:
(A) Provide clear direction for content selection, methods, and evaluation
(B) Increase the overall administrative workload and paper reporting of classroom teachers
(C) Ensure all teachers deliver lectures at identical speaking rates across all classrooms
(D) Replace the requirement for standard subject textbooks and instructional guides completely

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134. In Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), which order correctly represents the cognitive domain levels from lowest to highest complexity?
(A) Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation
(B) Remembering → Understanding → Applying → Analyzing → Evaluating → Creating
(C) Understanding → Remembering → Applying → Evaluating → Analyzing → Creating
(D) Remembering → Applying → Understanding → Analyzing → Creating → Evaluating

135. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Curriculum objectives must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
Reason (R): Vague or overly broad objectives make accurate learning assessment and effective instructional design impossible.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. Which action verb aligns with the "Creating" level of Bloom's Revised Taxonomy?
(A) Define
(B) Summarize
(C) Calculate
(D) Design

137. Which domain of educational objectives focuses on attitudes, values, appreciation, and emotional development?
(A) Affective domain
(B) Cognitive domain
(C) Psychomotor domain
(D) Perceptual domain

138. The taxonomical framework for the Psychomotor Domain focusing on physical skills and motor coordination was developed by:
(A) Benjamin Bloom and colleagues
(B) David Krathwohl and colleagues
(C) Jerome Bruner and colleagues
(D) Anita Harrow / R.H. Dave

139. When formulating curriculum objectives, "Educational Goals" differ from "Instructional Objectives" in that Goals are:
(A) Short-term daily lesson steps, while instructional objectives are long-term policy statements
(B) Purely psychomotor and affective, while instructional objectives are exclusively cognitive
(C) Broad, long-term educational intentions, whereas instructional objectives are specific classroom outcomes
(D) Measured solely by external standardized tests rather than internal teacher classroom observations

140. Consider the following learning objective statement: "By the end of the unit, students will be able to construct an original solar cooker using recycled materials and evaluate its heat retention efficiency."
Which cognitive levels of Bloom's Revised Taxonomy are directly targeted here?
(A) Remembering and Understanding
(B) Applying and Analyzing only
(C) Remembering and Applying only
(D) Evaluating and Creating

141. The level of Affective Domain that involves internalizing a value system so that it consistently controls behavior is known as:
(A) Receiving and Attending Level
(B) Responding and Complying Level
(C) Characterization by Value Complex
(D) Valuing and Internalizing Level

142. A principal auditing lesson plans emphasizes that learning objectives must state what the learner will do rather than what the teacher will perform. This adheres to the principle of:
(A) Teacher-centered instructional planning model
(B) Outcome-based and learner-centered objective formulation
(C) Administrative convenience and timetable scheduling
(D) Content coverage tracking and syllabus logging

143. Which of the following represents an objective written in precise behavioral terms?
(A) The student will appreciate English literature deeply through extensive reading of diverse classic novels
(B) The student will understand the fundamental physical concept of universal gravity and planetary motion

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II. Teacher competence and pedagogical orientation
III. Institutional leadership and supervisory support
IV. Socio-cultural environment and parental engagement

Which of the above directly affect the quality of curriculum transaction in schools?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

161. A pilot test or trial implementation of a newly developed curriculum in a select sample of schools prior to full-scale rollout is conducted to:
(A) Waste administrative educational funds and delay long-term program implementation timelines
(B) Identify operational flaws, assess feasibility, and refine materials based on feedback
(C) Prevent classroom teachers from accessing learning materials prior to formal board testing
(D) Ensure standardized final tests are published and distributed well in advance of instruction

162. "Fidelity of Implementation" in curriculum evaluation refers to:
(A) The degree to which teachers implement the curriculum as originally planned and intended
(B) The total amount of money spent on textbook publishing, paper procurement, and distribution
(C) The percentage of enrolled students passing final annual examinations across district schools
(D) The physical attendance and punctuality records of classroom teachers on official working days

163. In contrast to high fidelity implementation, a Mutual Adaptation approach to curriculum implementation suggests that:
(A) Teachers and developers adapt the curriculum dynamically to fit the school context
(B) Teachers reject the official curriculum entirely in favor of personal unstructured notes
(C) School heads replace state curriculum guidelines with personal informal instruction notes
(D) Students decide examination answers and grading rubrics completely independently in class

164. What is the role of continuous clinical supervision and constructive feedback by school Heads during curriculum transaction?
(A) To inspect and penalize teachers publicly for minor administrative delays in syllabus completion
(B) To prepare confidential reporting files for administrative staff transfers and salary deductions
(C) To take over teaching classes permanently from classroom teachers who show instructional deficits
(D) To support growth, resolve difficulties, and enhance classroom practice quality

165. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Effective curriculum implementation requires adequate provision of Teaching-Learning Materials (TLMs) and infrastructure.
Reason (R): Even well-designed curriculum frameworks fail if teachers lack necessary instructional tools and supportive environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. "Curriculum Evaluation" is systematically defined as:
(A) Tabulating annual student attendance statistics for official government grant distribution and funding
(B) Conducting end-of-year physical stock audits of science equipment, library books, and sports goods
(C) Collecting data to make value judgments regarding program effectiveness and relevance
(D) Grading teacher handwriting elegance, blackboard organization, and formal lesson plan submission

167. Who introduced the distinction between "Formative Evaluation" and "Summative Evaluation" in educational evaluation theory?
(A) Ralph Tyler
(B) Hilda Taba

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152. Which principle of content organization ensures smooth transition and logical linkage between content taught across sequential grade levels?
(A) Horizontal Articulation
(B) Isolated Compartmentalization
(C) Vertical Articulation
(D) Random Topic Allocation

153. "Horizontal Articulation" in curriculum organization refers to:
(A) Connecting different subjects taught concurrently within the same grade level
(B) Sequencing content sequentially from Grade 1 through Grade 12 in a single academic subject
(C) Organizing physical classroom seating arrangements in horizontal lines facing the front
(D) Standardizing test scores and student grading criteria across different academic years

154. Balance in curriculum content design ensures that:
(A) Giving adequate emphasis to cognitive, affective, and psychomotor learning domains
(B) Ensuring science and mathematics subjects receive 90% of total weekly instructional hours
(C) Completely eliminating co-curricular activities to maximize formal examination study time
(D) Ensuring every prescribed subject textbook contains an identical total number of pages

155. Curriculum implementation is best conceptualized as the process of:
(A) Writing theoretical policy documents in central educational offices without field consultation
(B) Printing, binding, and physically packaging textbooks for state-wide school distribution
(C) Conducting final annual board examination mark tabulations and public results publishing
(D) Translating planned curriculum designs into daily classroom practice and school reality

156. In Fullan's change framework, what is the single most critical factor in determining the successful implementation of educational curriculum reforms?
(A) Supplying heavy printed teacher manuals and administrative curriculum circulars
(B) Increasing the severity of student examination penalties and detention rules
(C) Changing the formal names and titles of administrative designations in schools
(D) Teacher professional development, belief systems, and leadership support

157. Which leadership role is most crucial for a Head of Institution during curriculum implementation?
(A) Supporting teachers, providing resources, and monitoring learning as an Instructional Leader
(B) Functioning exclusively as an administrative financial auditor maintaining school accounting ledgers
(C) Delegating all institutional curriculum decisions entirely to external private consulting agencies
(D) Enforcing strict mechanical adherence to speed of syllabus completion without regard to understanding

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158. Resistance to curriculum change among teaching staff is most frequently caused by:
(A) Over-supply of high-quality classroom learning resources, instructional aids, and technology
(B) Lack of involvement in planning, inadequate training, and fear of increased workload
(C) Excessive time allocated on the timetable for daily lesson preparation and peer collaboration
(D) Abundant professional development support, coaching, and administrative encouragement

159. Which strategy is most effective for a Principal to build teacher commitment toward a new competency-based curriculum framework?
(A) Issuing punitive show-cause notices for non-compliance immediately to all resistant staff members
(B) Ignoring teacher feedback completely and mandating rigid daily scripted classroom lectures
(C) Involving teachers in professional learning communities, workshops, and peer mentoring
(D) Canceling all teacher professional development training programs to save instructional days

160. Consider the following factors influencing curriculum implementation:
I. Availability of learning resources and infrastructure

(C) The student will become a good, responsible, and active citizen within local democratic institutions
(D) The student will list four factors affecting photosynthesis and explain one in writing

144. In curriculum development, the criteria of "Validity" in content selection means that:
(A) Content accurately reflects current scientific knowledge and supports learning objectives
(B) The content is entertaining and easy for students to complete without intellectual effort
(C) The content takes up maximum required pages in the officially prescribed textbook
(D) The content has remained completely unchanged and constant for at least 50 years

145. When curriculum content is selected based on its "Significance", it implies that the content:
(A) Is short enough to fit neatly into a single week of standard classroom teaching
(B) Is cheap to print and manufacture in standard commercial paper textbook formats
(C) Covers essential concepts and inquiry methods fundamental to the discipline
(D) Focuses exclusively on specific facts that appear in multiple-choice board exams

146. Which criterion of content selection requires that content should match the cognitive developmental level, background knowledge, and operational abilities of the target learners?
(A) Administrative Rigidity Criterion
(B) Historical Continuity Criterion
(C) Learnability / Feasibility
(D) Universal Uniformity Criterion

147. What does the "Utility" criterion in content selection emphasize?
(A) Selection of knowledge and skills that have practical value in real life and future work
(B) Selecting content based purely on teacher personal preference and subject background
(C) Maximizing abstract theoretical rote memorization across standard academic subjects
(D) Ensuring content requires expensive specialized laboratory equipment and software tools

148. Consider the following criteria used in selecting curriculum content:
I. Validity — Authenticity and alignment with current discipline knowledge
II. Interest — Relevance to learner curiosity and growth needs
III. Feasibility — Implementation potential within available time and resources
IV. Utility — Usefulness in real-life contexts
Which of the above are standard criteria for content selection?
(A) I and II only
(B) III and IV only
(C) I, II and IV only
(D) I, II, III and IV

149. "Scope" in curriculum content organization refers to:
(A) The depth and breadth of content covered in the curriculum at a given level
(B) The chronological order and timeline in which different subjects are introduced
(C) The total physical floor space occupied by desks and furniture in a classroom
(D) The annual monetary budget allocated for textbook distribution across schools

150. Scenario: A curriculum committee removes out-of-date computer programming languages (like BASIC) from the IT syllabus and replaces them with Python and Data Literacy concepts. Which content selection criterion is primarily being operationalized?
(A) Validity and Contemporary Significance Criterion
(B) Historical Preservation and Tradition Criterion
(C) Arbitrary Variance and Random Selection Criterion
(D) Administrative Ease and Cost Reduction Criterion

151. "Sequence" in curriculum content organization is concerned with:
(A) Establishing a logical ordering of content over time (e.g., simple to complex)
(B) Ensuring all academic subjects receive equal instructional time on the daily master timetable
(C) Controlling the total number of pages assigned per individual subject textbook chapter
(D) Distributing subject textbooks alphabetically by title across classrooms and school libraries

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(C) Michael Scriven
(D) Benjamin Bloom

168. Formative curriculum evaluation is conducted:
(A) Exclusively at the end of a 5-year educational policy cycle across state schools
(B) Continuously during development and implementation to guide improvements
(C) After all textbook units are printed, permanently bound, and distributed to students
(D) Only when an educational institution faces academic accreditation failure or warnings

169. Summative curriculum evaluation focuses primarily on:
(A) Assessing the overall outcomes and impact of a completed curriculum program
(B) Providing daily diagnostic feedback to textbook writers and curriculum developers
(C) Adjusting weekly classroom lesson plans and daily instructional delivery strategies
(D) Monitoring real-time classroom teacher attendance and daily syllabus completion logs

170. Scenario: A DoE curriculum panel introduces a new science activity workbook. After three months, they gather teacher feedback and classroom observation data to revise unclear activities before full printing. This evaluation is:
(A) Diagnostic placement evaluation
(B) Formative evaluation
(C) Summative evaluation
(D) Norm-referenced evaluation

171. The CIPP Evaluation Model, widely used in comprehensive curriculum evaluation, stands for:
(A) Content, Instruction, Performance, and Placement
(B) Curriculum, Implementation, Practice, and Pedagogy
(C) Context, Input, Process, and Product
(D) Cognitive, Individual, Psychomotor, and Personality

172. In the CIPP model, assessing available institutional resources, staffing, instructional materials, and budget allocations corresponds to:
(A) Context Evaluation
(B) Input Evaluation
(C) Process Evaluation
(D) Product Evaluation

173. Which component of the CIPP model evaluates the actual ongoing classroom transaction and implementation fidelity of the curriculum?
(A) Context Evaluation
(B) Input Evaluation
(C) Process Evaluation
(D) Product Evaluation

174. Stake's Countenance Model of curriculum evaluation categorizes data into three operational phases:
(A) Objectives, Activities, and Tests
(B) Antecedents, Transactions, and Outcomes
(C) Inputs, Processes, and Budgets
(D) Planning, Teaching, and Grading

175. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Curriculum evaluation should utilize both qualitative and quantitative methods.
Reason (R): Quantitative test scores measure achievement levels, while qualitative observations and surveys reveal underlying process dynamics and user experiences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. What is the primary administrative outcome of a rigorous curriculum evaluation conducted by educational authorities?
(A) Deciding whether to continue, modify, expand, or terminate specific curriculum components
(B) Canceling annual teacher salaries and administrative grants across non-performing public schools
(C) Increasing standard board examination fees, registration charges, and certification costs
(D) Replacing all human classroom teachers with standardized printed self-study activity workbooks

177. Ralph Tyler's classic curriculum development model is classically presented in his 1949 book titled:
(A) Basic Principles of Curriculum and Instruction
(B) The Process of Education
(C) Democracy and Education

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continuity across academic grade levels
(B) Inability to adapt instructional materials to modern digital classroom technology
(C) Risk of tedious repetition if subsequent encounters do not raise the challenge level
(D) Complete rejection and disapproval by major national and state educational boards

109. Which pair correctly matches the psychologist with their key curricular contribution?
(A) Jerome Bruner — Spiral Curriculum & Enactive-Iconic-Symbolic modes
(B) B.F. Skinner — Social Development Zone of Proximal Development theory
(C) Lev Vygotsky — Taxonomical Cognitive Domain Levels and Learning Objectives
(D) Benjamin Bloom — Operant Conditioning Programmed Learning and Drills

110. A School Principal auditing mathematics lesson plans notices that Grade 6 and Grade 8 syllabi cover "Geometry" using identical definitions and worksheets without increasing cognitive difficulty. This failure violates the principle of:
(A) Principle of Strict Academic Subject Compartmentalization
(B) Principle of Spiral Progression and Cognitive Articulation
(C) Principle of Mechanical Skill Drilling and Rote Practice
(D) Principle of Terminal Summation and Final Board Grading

111. An "Integrated Curriculum" is primarily designed to:
(A) Separate science and humanities into non-overlapping academic tracks and specialized classes
(B) Enforce absolute reliance on single-subject textbook series without cross-disciplinary references
(C) Limit classroom teaching strictly to traditional lecture-based and direct transmission methodologies
(D) Connect knowledge across subject boundaries to reflect holistic real-world contexts

112. Which level of curriculum integration involves teaching common themes across subjects while maintaining individual subject identity (e.g., studying "Water" in Science, Geography, and Literature simultaneously)?
(A) Interdisciplinary Integration
(B) Transdisciplinary Integration
(C) Multidisciplinary / Parallel Integration
(D) Compartmentalized Discipline Integration

113. In "Transdisciplinary Integration", the curriculum structure is organized around:
(A) Standard subject textbook chapter headings and published unit outlines
(B) Strictly defined and isolated university academic disciplines and faculties
(C) Sequential historical timelines exclusively across traditional social studies
(D) Real-world issues, student inquiries, and life contexts without subject boundaries

114. Which of the following is a major cognitive benefit of an Integrated Curriculum for middle and secondary students?
(A) Memorization of larger quantities of isolated factual details for standardized tests
(B) Complete elimination of home assignments, formal study hours, and written evaluations
(C) Automated high percentage marks on standard multiple-choice factual recall examinations
(D) Development of critical thinking and synthesis of knowledge across contexts

115. Consider the following approaches to curriculum organization:
I. Intradisciplinary — Connecting concepts within a single subject area
II. Interdisciplinary — Combining skills and concepts from multiple subjects around a central theme
III. Transdisciplinary — Organizing curriculum around real-world issues transcending subject domains
Which of the above descriptions are correctly defined?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

116. When art, music, and drama are incorporated into social science and science units to enhance conceptual understanding, this pedagogical approach is known as:
(A) Rigid Subject Separation Model
(B) Art-Integrated Learning (AIL)
(C) Rote Artistic Drill and Practice
(D) Non-scholastic Activity Isolation

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186. Despite criticisms, Ralph Tyler's model remains highly influential in curriculum design because it:
(A) Completely eliminates the ongoing requirement for formal student learning assessment
(B) Guarantees 100% test pass rates automatically across all participating educational institutions
(C) Forces all public and private schools to adopt identical textbook series worldwide
(D) Provides a logical, clear, systematic, and easy-to-understand structural framework

187. In Tyler's model, evaluation is defined fundamentally as the process of:
(A) Determining the extent to which educational objectives have actually been realized
(B) Ranking enrolled students on a rigid bell curve for competitive academic tracking
(C) Auditing school financial ledgers and administrative resource expenditure records
(D) Assessing teacher personality traits, speech delivery styles, and blackboard writing

188. In India, which national organization is mandated with formulating National Curriculum Frameworks (NCFs) for school education?
(A) University Grants Commission (UGC) Educational Panel
(B) Central Board of Secondary Education (CBSE) Research Wing
(C) National Council of Educational Research and Training (NCERT)
(D) National Assessment and Accreditation Council (NAAC) Board

189. In the post-independence evolution of curriculum frameworks in India, in which sequence were the major National Curriculum Frameworks published prior to NCF 2005?
(A) 1975, 1988, 2000
(B) 1968, 1986, 1992
(C) 1952, 1964, 1977
(D) 1980, 1990, 2002

190. Scenario: A Principal is preparing a presentation on the history of Indian curriculum policy. The Principal notes that the landmark report Learning Without Burden (1993) strongly influenced subsequent NCF formulations. Who chaired this landmark committee?
(A) Dr. D.S. Kothari
(B) Prof. Yash Pal
(C) Dr. K. Kasturirangan
(D) Mudaliar Commission Panel

191. The landmark report Learning Without Burden (1993) highlighted that the main problem in Indian school education was:
(A) The burden of non-comprehension and excessive curriculum load from rote learning
(B) Severe lack of physical school buildings, classrooms, and basic campus infrastructure
(C) Complete non-availability of English medium instruction across state primary schools
(D) Extremely low salaries and insufficient financial incentives for public school teachers

192. Which Constitutional Amendment shifted "Education" from the State List to the Concurrent List, empowering both Central and State governments to legislate on education and curriculum?
(A) 42nd Constitutional Amendment Act, 1976
(B) 44th Constitutional Amendment Act, 1978
(C) 86th Constitutional Amendment Act, 2002
(D) 73rd Constitutional Amendment Act, 1992

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193. The National Policy on Education (NPE) 1986 envisioned a National System of Education based on a Common Core Curriculum. Which of the following was a mandatory core element outlined in NPE 1986?
(A) Mandatory military service training and physical drills for all high school students
(B) Standardized foreign language instruction starting compulsorily from Grade 1 onwards
(C) History of India's freedom movement and Constitutional obligations
(D) Selective elite academic stream entry based on psychometric testing at age 10

194. What primary shift in learning theory influenced the transition from earlier curriculum approaches to modern NCFs in India?
(A) Shift from Behaviorism to Constructivism
(B) Shift from Constructivism to Psychoanalysis
(C) Shift from Humanism to Mechanical Behaviorism
(D) Shift from Inquiry-based learning to Direct Lecture Drill

195. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): National Curriculum Frameworks are legally non-binding advisory guidelines that states adapt according to regional contexts.

213. The Indian framework concept of "Pancha Kosa" (five sheaths) referenced in NCF-FS 2022 for holistic child development includes:
(A) Physical, Financial, Technical, Social, and Political Kosas framework
(B) Reading, Writing, Arithmetic, Art, and Sports Kosas framework
(C) Annamaya, Pranamaya, Manomaya, Vijnanamaya, and Anandamaya Kosas
(D) Cognitive, Affective, Psychomotor, Social, and Moral Kosas framework

214. Scenario: A primary school Principal observes a Nursery teacher forcing 4-year-old children to sit silently for 40 minutes copying English alphabets from a board. According to NCF-FS 2022, this practice is:
(A) Highly recommended for developing reading discipline early in foundational childhood
(B) Standard accepted practice for early board exam preparation and literacy development
(C) Ideal for developing fine motor precision rapidly through structured copying drills
(D) Pedagogically inappropriate; foundational learning must prioritize play and stories

215. According to NCF-FS 2022, what is the primary medium of instruction strongly recommended for children in the foundational stage?
(A) English medium instruction exclusively
(B) Mother tongue / Home language / Local language
(C) Hindi medium instruction exclusively across all states
(D) Third language elective option chosen by parents

216. In NCF-FS 2022, "Jaadui Pitara" (Magic Box) refers to:
(A) An administrative locked cabinet for storing sensitive exam papers and mark sheets
(B) A digital assessment portal for tracking daily teacher performance and attendance
(C) A financial grant box allocated for school infrastructure repair and maintenance
(D) Play-based materials including toys, puzzles, puppets, storybooks, and flashcards

217. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): NCF-FS 2022 emphasizes that early childhood assessment must be informal, observational, and non-judgmental.
Reason (R): Formal written examinations and numerical grading create trauma and hinder natural cognitive and emotional development in young children.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

218. Foundational Literacy and Numeracy (FLN) targets under NCF-FS 2022 aim to ensure that every child achieves basic reading, writing, and numeracy skills by the end of:
(A) Class 1
(B) Class 3
(C) Class 5
(D) Class 8

219. Which domain of development under NCF-FS 2022 corresponds to the development of physical strength, coordination, and motor skills (Annamaya Kosa)?
(A) Socio-Emotional Development
(B) Physical Development
(C) Cognitive Development
(D) Cultural Development

220. Consider the following learning practices for foundational stage children:
I. Conversational dialogue and storytelling
II. Outdoor free play and structured games
III. Rote memorization of numerical tables up to 30
IV. Interactive art, music, and clay modeling
Which of the above are aligned with the pedagogical principles of NCF-FS 2022?
(A) I and III only
(B) I, II and IV only
(C) II and III only
(D) I, II, III and IV

221. National Education Policy (NEP) 2020 replaces the traditional 10+2 school structure with which new curricular design?
(A) 5+3+3+4
(B) 3+5+3+4
(C) 5+4+3+3
(D) 4+3+3+5

222. Match the stages of the school structure in NEP 2020 in List I with their corresponding class levels in List II:
List I: (School Stage)

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204. What shift does NCF 2005 recommend regarding Mathematics teaching?
(A) Moving from computational skills to mathematization of thinking and logical reasoning
(B) Increasing the theoretical complexity of algebraic formulas in early primary grades
(C) Making mathematics an optional elective subject starting from Grade 1 elementary classes
(D) Focusing exclusively on commercial accounting drills and mechanical paper calculations

205. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): NCF 2005 emphasizes that examination reforms should focus on assessing problem-solving and conceptual understanding rather than information recall.
Reason (R): High-stakes exams focused on factual recall promote rote learning and create unnecessary stress and anxiety among students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. According to NCF 2005, Social Science teaching should aim to:
(A) Memorize exact dates of historical battles, treaty terms, and dynastic successions
(B) Promote critical perspective-taking, constitutional values, and gender sensitivity
(C) Justify current socio-economic inequalities and cultural prejudices uncritically
(D) Focus exclusively on physical geography facts, topographic maps, and climate definitions

207. What position does NCF 2005 take on the status of Art, Health, and Work Education?
(A) They should be treated as minor optional extra-curricular subjects on the timetable
(B) They should be evaluated through standard 3-hour written formal board examinations
(C) Integrated as core curricular areas essential for holistic child development
(D) They should be offered only to non-academic stream students as elective credits

208. A Principal aiming to align school practices with NCF 2005 recommendations should discourage which of the following practices?
(A) Encouraging small group project work and active peer collaboration in all subjects
(B) Using the immediate local environment as a rich contextual learning resource bank
(C) Conducting continuous formative diagnostic assessments to guide daily learning progress
(D) Categorizing children into fixed academic labels such as “slow learners” or “dull”

209. NCF 2005 redefines the primary role of textbooks as:
(A) The absolute and final authority on knowledge to be swallowed whole by students
(B) Scripted dialogue for teachers to read aloud daily
(C) Question banks designed exclusively for board exams
(D) One of many pedagogical media that opens spaces for child inquiry and active interaction

210. The National Curriculum Framework for Foundational Stage (NCF-FS) 2022 is designed for children of which age group?
(A) Ages 0 to 3 years
(B) Ages 3 to 8 years
(C) Ages 6 to 11 years
(D) Ages 5 to 10 years

211. NCF-FS 2022 covers which distinct educational stages in the new 5+3+3+4 structure of NEP 2020?
(A) 3 years of Anganwadi/Pre-school + 2 years of Primary School (Classes 1 & 2)
(B) Classes 1 to 5 completely across all public and private elementary schools
(C) Pre-school to Class 5 foundational and preparatory stages comprehensive track
(D) Crèche facility up to Nursery level only prior to formal primary enrolment

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212. What is the central pedagogical strategy advocated in NCF-FS 2022 for foundational learning?
(A) Formal textbook reading and blackboard writing drills
(B) Play-based and activity-based pedagogy
(C) Timed written testing and percentage grading
(D) Computer-based self-study modules exclusively

Reason (R): School education on the Concurrent List allows states to customize curriculum frameworks to reflect local language, culture, and context.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. The Kothari Commission (1964-66) recommended which standard organizational structure for school education that governed Indian curriculum frameworks for decades?
(A) 10+2+3 structure
(B) 5+3+3+4 structure
(C) 8+4+3 structure
(D) 5+5+2 structure

197. Which of the following best describes the historical trajectory of Indian curriculum frameworks?
(A) From practical skill-building to pure theoretical memorization and passive recitation
(B) From local contextual flexibility to absolute centralized rigidity and uniform mandates
(C) From rigid content-heavy subject delivery toward child-centered constructivist learning
(D) From continuous evaluation to high-stakes single annual examinations and paper tests

198. The publication of National Curriculum Frameworks by NCERT is empowered under which broad statutory mandate?
(A) Advisory role to Ministry of Education for maintaining standards in school education
(B) Direct administrative governance and personnel management of state government schools
(C) Absolute control and regulatory enforcement over private school tuition fee structures
(D) Conducting judicial reviews and constitutional audits of state school educational policies

199. How many "Guiding Principles" form the foundational backbone of NCF 2005?
(A) 3
(B) 5
(C) 7
(D) 10

200. Consider the following statements regarding the Guiding Principles of NCF 2005:
I. Connecting knowledge to life outside the school
II. Ensuring that learning shifts away from rote methods
III. Enriching the curriculum so that it goes beyond textbooks
IV. Making examinations more flexible and integrating them with classroom life
Which of the above are official Guiding Principles of NCF 2005?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

201. Which of the following is the FIFTH guiding principle of NCF 2005 (focusing on civic identity)?
(A) Nurturing an overriding identity informed by caring concerns within democratic polity
(B) Promoting competitive academic ranking and test performance in international examinations
(C) Streamlining early vocational tracking and occupational streaming from primary classes
(D) Enforcing uniform national entrance examinations across all state educational jurisdictions

202. NCF 2005 strongly recommends which pedagogical approach across all subject domains?
(A) Passive direct transmission model of lecturing and formal recitation
(B) Rote repetition, memorization drills, and continuous practice sheets
(C) Constructivist approach where children are active constructors of knowledge
(D) High-stakes competitive testing culture and public student ranking

203. In the context of language education, NCF 2005 advocates for:
(A) English language as the exclusive and mandatory medium of instruction across all schools
(B) Three-language formula with primary education in the mother tongue / home language
(C) Complete elimination of regional languages in secondary school curriculum options
(D) Standardized classical Sanskrit instruction for all academic subjects across grades

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P. Foundational Stage
Q. Preparatory Stage
R. Middle Stage
S. Secondary Stage
List II: (Class Level)
1. Classes 9 to 12
2. Nursery/Pre-school to Class 2
3. Classes 3 to 5
4. Classes 6 to 8
(A) P-2, Q-3, R-4, S-1
(B) P-3, Q-2, R-1, S-4
(C) P-1, Q-4, R-3, S-2
(D) P-4, Q-1, R-2, S-3

223. What major curriculum reform highlight does NEP 2020 specify regarding subject choices in secondary education (Classes 9 to 12)?
(A) Mandatory specialization into rigid Science, Commerce, or Arts streams without mixing subjects
(B) Complete elimination of all science subjects for non-technical and humanities stream students
(C) Forcing all secondary students to take mandatory medical entrance tracks and STEM subjects
(D) High flexibility and multidisciplinary subject choices without rigid stream separation

224. NEP 2020 mandates that vocational exposure and hands-on learning experiences (such as carpentry, electric work, gardening) should be integrated starting from which stage?
(A) Middle Stage (Classes 6 to 8)
(B) Foundational Stage
(C) Higher Secondary only (Classes 11 & 12)
(D) Post-graduate level only

225. What is the target year established by NEP 2020 for achieving universal Foundational Literacy and Numeracy (FLN) in primary schools through the NIPUN Bharat Mission?
(A) Academic year 2024-25
(B) Academic year 2026-27
(C) Academic year 2029-30
(D) Academic year 2034-35

226. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): NEP 2020 proposes establishing PARAKH as a National Assessment Centre.
Reason (R): PARAKH aims to set standards, norms, and guidelines for student assessment and evaluation across all recognized school boards in India.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

227. What does the acronym PARAKH stand for in NEP 2020?
(A) Program for Academic Assessment, Review, Knowledge Advancement, and Holistic Health
(B) Professional Assessment for Regional Administration and Knowledge Advancement Program
(C) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
(D) Pedagogy Assessment, Research, Aptitude, and Knowledge Hierarchy Framework Model

228. NEP 2020 recommends reforming Board Examinations for Classes 10 and 12 to make them:
(A) More high-stakes and competitive with higher elimination rates and strict ranking
(B) 100% multiple-choice online tests conducted without subject options or flexibility
(C) Optional oral tests conducted by local school management without external moderation
(D) Testing core capacities rather than rote memorization, with exams twice a year

229. The "360-degree Holistic Progress Card" recommended by NEP 2020 includes self-assessment, peer-assessment, and teacher-assessment across which domains?
(A) Cognitive, Affective, and Psychomotor domains
(B) Financial, Theoretical, and Physical domains
(C) Academic, Attendance, and Socio-economic domains
(D) Scholastic, Homework, and Examination domains

230. According to NEP 2020, how many hours of Continuous Professional Development (CPD) should teachers complete annually?
(A) 20 hours
(B) 50 hours
(C) 100 hours
(D) 150 hours

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231. Consider the following highlights of NEP 2020 curriculum reforms:
I. Redesigning report cards into 360-degree holistic progress profiles
II. Reduction of curriculum content to core essential concepts
III. Emphasis on critical thinking, inquiry-based learning, and experiential pedagogy
IV. Retaining rigid division between curricular and co-curricular activities
Which of the above are correct reform highlights?
(A) I and IV only
(B) I, II and III only
(C) II and III only
(D) I, II, III and IV

232. "Competency-Based Education" (CBE) shifts the focus of curriculum and assessment from:
(A) What students know (factual recall) to what students can do (application of skills)
(B) Learning outcome mastery to length of time spent sitting in a classroom listening
(C) Formative assessment to single high-stakes summative exams and paper testing
(D) Inclusive learning to competitive group elimination and public student ranking

233. In a Competency-Based Curriculum, learning progress is determined by:
(A) The child's chronological age regardless of understanding or mastery level achieved
(B) Completing 180 official working days in an academic year on school attendance registers
(C) Demonstrated mastery of learning outcomes at the learner's own pace
(D) The physical thickness and total page count of completed student study workbooks

234. What is a "Learning Outcome" (LO) in the context of Competency-Based Education?
(A) A broad, unmeasurable policy vision statement issued by central education ministry authorities
(B) The total monetary score and weighting allocated to a specific textbook chapter in syllabus
(C) The percentage of enrolled students passing a state standardized examination in a given school
(D) An explicit, observable, and measurable statement of what a student should know and do

235. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Competency-based curriculum requires criterion-referenced assessment rather than norm-referenced grading.
Reason (R): Criterion-referenced assessment measures a student's performance against predefined mastery benchmarks rather than ranking students relative to peers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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236. Which of the following assessment tasks best aligns with a Competency-Based framework in Class 8 Science?
(A) Asking students to write the formal definition of "friction" from memory on lined paper
(B) Administering a 10-item true/false worksheet on science historical dates and definitions
(C) Tasking students to design an experiment testing friction and analyzing data
(D) Asking students to copy the textbook diagram of a spring balance 5 times in notebooks

237. In Competency-Based Education, what happens when a student fails to demonstrate mastery on a specific learning outcome benchmark?
(A) The student is failed and made to repeat the entire academic year permanently in the same grade
(B) The learning outcome is removed from the syllabus permanently for that individual student
(C) The student is expelled from the institution for failing to maintain standard academic speed
(D) Targeted diagnostic feedback and remediation are provided until mastery is attained

238. Learning Frameworks developed by NCERT/CBSE for Competency-Based Education link each competency directly to:
(A) Specific pedagogical strategies, learning activities, and assessment rubrics
(B) Fixed daily lesson lengths of exactly 35 minutes across all timetable periods
(C) Specific commercial textbook page numbers and published workbook chapters

(D) Teacher seniority pay scales, promotion benchmarks, and administrative evaluations

239. Which of the following is NOT a core characteristic of Competency-Based Learning?
(A) Clear, transparent, and measurable learning outcomes defined in curriculum plans
(B) Flexible pacing and individualized learning pathways tailored to student needs
(C) Rigid time-based pacing where all students must move to next topics simultaneously
(D) Application-oriented assessment rubrics evaluating practical skills and concepts

240. Scenario: A DoE Principal reviews test items submitted by subject departments. The Principal returns items that only demand recall of dates and definitions, requesting items requiring data interpretation, real-world application, and problem-solving. The Principal is pushing for:
(A) Norm-referenced testing
(B) Competency-based assessment alignment
(C) Classical essentialist testing
(D) Psychometric standardized speed testing

241. Constructing a "Learning Progression Map" in competency-based design allows educators to:
(A) Trace concept development from basic foundational levels to advanced application
(B) Map school geographic boundary zones and district transportation routes accurately
(C) Record teacher daily sign-in times, attendance logs, and movement registers in the office
(D) Track textbook inventory levels, library catalog entries, and storage shelves in the school

242. Competency-Based Education directly supports equity in classrooms because:
(A) It provides every student with the time and support needed to achieve mastery
(B) It lowers standards so that all students automatically pass without formal assessment
(C) It ranks students publicly on notice boards to encourage competitive performance study
(D) It treats all students as identical without diagnostic evaluation or individual support

243. "Skill-Based Curriculum Integration" emphasizes embedding which types of skills into mainstream academic disciplines?
(A) 21st-century skills and practical vocational skills in academic disciplines
(B) Purely mechanical speed handwriting skills and calligraphic transcription drills
(C) Rapid memorization of dictionary words, spellings, and isolated definitions
(D) Uncritical obedience skills, passive listening habits, and mechanical compliance

244. Under NEP 2020, the integration of vocational skills in school curriculum aims to eliminate:
(A) Social stigma associated with manual labor and vocational education
(B) Academic subject studies in senior classes across high school streams
(C) Higher education technical universities and vocational training institutes
(D) Written evaluation instruments and standardized assessment procedures

245. Which of the following represents a 21st-century Learning Skill (4 Cs)?
(A) Critical Thinking, Creativity, Collaboration, Communication
(B) Computation, Copying, Conditioning, Compliance, Calculation
(C) Cramming, Calculation, Categorization, Competition, Drill
(D) Chemistry, Civics, Commerce, Computer, Cybernetics

246. In skill-based integration, "Life Skills" (as defined by WHO) include:
(A) Decision-making, problem-solving, empathy, and emotional management
(B) Vehicle repair, bricklaying, carpentry, and plumbing work exclusively
(C) Advanced calculus, differential equations, and quantum mechanics proofs
(D) Speed reading printed textbook passages rapidly without comprehension

247. What is the designated "Bagless Days" initiative recommended in NEP 2020 for Grades 6 to 8?
(A) 10 days of complete school vacation without attendance or school activities
(B) 10 days engaging in hands-on learning with local vocational experts
(C) 10 days dedicated purely to sports competitions without academic discussions
(D) 10 days of continuous written examination testing and paper evaluations

248. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):

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Assertion (A): Skill-based curriculum integration enhances student employability and socio-economic adaptability.
Reason (R): Modern economies demand workers who possess adaptable problem-solving, digital, and interpersonal competencies alongside subject domain knowledge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

249. Which instructional approach is most effective for embedding skill-based learning into academic subjects?
(A) Pure lecture monologue without student interaction or dialogue
(B) Project-Based Learning (PBL) and experiential inquiry
(C) Silent individual copying from printed textbooks and guides
(D) Continuous rote drill-and-practice sheets and workbooks

250. Scenario: A High School integrates a module on "Digital Citizenship and Cyber Safety" into computer science and social studies classes, assessing students through real-life case simulations. This initiative represents:
(A) Out-of-syllabus non-academic disturbance
(B) Pure theoretical essentialism
(C) Cross-curricular skill integration
(D) Null curriculum planning

251. Which framework specifies the integration of vocational skills with general education levels across Indian secondary and higher education?
(A) Central Civil Service Rules Framework (CCSRF)
(B) General Financial Rules Framework (GFRF)
(C) Right to Information Act Framework (RTIAF)
(D) National Skills Qualifications Framework (NSQF)

252. The primary objective of integrating "Financial Literacy" skills into middle school mathematics curriculum is to:
(A) Force students to open commercial bank accounts immediately during school hours
(B) Teach practical budgeting, interest calculations, and financial decision-making
(C) Prepare students to become professional stock brokers in Grade 8 secondary classes
(D) Replace abstract algebra with commercial paper printing and currency counting

253. Skill-based curriculum integration requires assessment methodologies that prioritize:
(A) Paper-pencil timed multiple-choice factual recall tests conducted in formal quiet rooms
(B) Oral rapid-fire questioning on memorized textbook definitions and vocabulary lists
(C) Performance tasks, portfolio assessment, and real-world demonstrations
(D) Subjective grading based on student handwriting elegance and notebook neatness

254. What is the primary objective of "Value Education" in school curriculum?
(A) Forcing children to adopt specific religious rituals in school daily during morning assemblies
(B) Ensuring 100% student attendance through moral threats, physical punishment, and detention
(C) Eliminating scientific inquiry completely in favor of dogma, tradition, and rigid doctrine
(D) Developing moral consciousness, ethical reflection, and civic responsibility

255. How should Value Education be effectively transacted according to modern educational policy (NCF 2005 / NEP 2020)?
(A) Integrated across subjects, co-curricular activities, and school culture
(B) Taught as a single 30-minute weekly lecture where students memorize moral definitions
(C) Tested through annual written high-stakes examinations with numerical marks and ranks
(D) Restricted strictly to specialized religious classes after school instructional hours

256. Which fundamental values enshrined in the Constitution of India MUST form the bedrock of value education in government schools?
(A) Commercial profit maximization and competitive dominance
(B) Justice, Liberty, Equality, Fraternity, and Secularism
(C) Rigid social hierarchy and obedience to status
(D) Absolute isolationism and regional parochialism

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257. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Value education cannot be taught merely by instruction; it must be caught through the general ethos of the school environment.
Reason (R): Children learn ethical behaviors and values primarily by observing teacher role models, institutional justice, and daily school culture.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

258. Which of the following pedagogical techniques is most suitable for developing moral reasoning and ethical judgment in secondary students?
(A) Rote memorization of moral codes, rules of conduct, and disciplinary regulations
(B) Punishing students publicly for minor ethical errors and classroom rule breaches
(C) Analyzing and debating open-ended moral dilemmas and socio-ethical case studies
(D) Passive copying of moral essays from blackboards into daily study notebooks

259. Peace Education as part of value education aims to equip students with:
(A) Tactical military defense techniques for physical combat and martial arts training
(B) Methods to avoid all social interactions, public gatherings, and peer activities
(C) Unquestioning submission to arbitrary commands and administrative directives
(D) Skills for non-violent conflict resolution, empathy, and understanding

260. Consider the following components of Value Education in school curriculum:
I. Constitutional values and democratic citizenship
II. Environmental stewardship and sustainable living
III. Gender sensitivity, empathy, and respect for diversity
IV. Preaching specific sectarian religious doctrines mandatory for all
Which of the above are valid components in modern Indian public school curriculum?
(A) I and IV only
(B) I, II and III only
(C) II and III only
(D) I, II, III and IV

261. Scenario: A school Head notices frequent bullying and exclusionary behavior among peer groups during recess. To address this through value education, the Head should:
(A) Implement collaborative service projects, peer mediation, and empathy building
(B) Issue a warning circular threatening immediate suspension of all participating children
(C) Cancel all recess periods permanently and keep students inside classrooms daily
(D) Increase homework volume in science and math to reduce free student interaction time

262. Value education in the context of digital technology ("Digital Ethics") teaches students:
(A) How to hack secure school servers undetected during computer lab sessions
(B) Responsible online behavior, digital empathy, and cyberbullying prevention
(C) Methods to avoid using digital technology entirely in personal and school life
(D) Rapid typing techniques and keyboard navigation shortcuts exclusively

263. Value education assessment is best evaluated through:
(A) Standardized 100-mark term-end written tests administered in quiet examination halls
(B) Speed tests on naming moral qualities and defining ethical terminology from memory
(C) Systematic observation of student socio-emotional behaviors and interactions
(D) Percentage scores achieved on moral textbook exercises and end-of-chapter questions

264. The integration of stories, biographies of national leaders, and folk tales in language textbooks serves primarily as a medium for:
(A) Increasing reading speed drills
(B) Avoiding scientific content in language courses
(C) Testing memorization of complex historical names
(D) Embedded value education and character building

265. What is the mandate regarding Environmental Education (EE) in Indian schools following Supreme Court directions and NCERT guidelines?
(A) Integrated across school curriculum stages,

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combining classroom learning with action
(B) An optional non-credit extra subject offered only in Class 11 senior secondary grades
(C) Restricted to physical geography lectures without any practical field activities
(D) Prohibited in urban schools due to lack of natural greenery and outdoor space

266. In the primary school curriculum (Classes 3 to 5), Environmental Studies (EVS) is structured as an integrated subject combining:
(A) Advanced Physics, Chemistry, and Higher Mathematics
(B) Science, Social Studies, and Environmental Education
(C) Foreign Languages, World History, and Macroeconomics
(D) Physical Education, Fine Art, and Mechanical Crafts

267. What are the three broad operational pillars of Environmental Education?
(A) Environmental Geology, Meteorology, and Industrial Process Engineering
(B) Learning ABOUT, THROUGH/IN, and FOR the environment
(C) Waste Recycling, Community Tree planting, and Administrative Fine payment
(D) Theoretical book reading, Exam taking, and Formal Certificate distribution

268. Which pedagogical activity best operationalizes "Learning FOR the environment" in a secondary school context?
(A) Memorizing definitions of ecosystem biotic components for a written test
(B) Drawing a colored picture of a tree on paper during art class session
(C) Students auditing waste generation and creating an active composting program
(D) Reading textbook chapters about global warming silently in the classroom

269. Consider the following objectives of Environmental Education:
I. Developing awareness and sensitivity toward the total environment and its problems
II. Acquiring basic knowledge and understanding of human-environment interactions
III. Fostering attitudes of concern for environmental preservation
IV. Equipping students with skills to identify and solve environmental challenges
Which of the above are official goals of EE?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

270. Scenario: A Principal supports setting up an "Eco-Club" in school under state DoE guidelines. The primary function of the Eco-Club is to:
(A) Selling commercial eco-friendly products to local residents for school profit
(B) Replacing formal science classes with daily leaf cleaning on school grounds
(C) Hands-on environmental protection activities, plantation drives, and projects
(D) Conducting commercial environmental consultancy services for local businesses

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271. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Environmental education must move beyond textbook information to foster actionable stewardship values.
Reason (R): Abstract awareness without hands-on field experience fails to generate genuine environmental responsibility and behavioral modification.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

272. At the foundational and primary stages, Environmental Studies themes (such as Family, Food, Water, Shelter, Travel, Things We Make and Do) are organized:
(A) Around abstract scientific taxonomy lists and formal academic biological definitions
(B) In alphabetical order of environmental phenomena and natural geographic features
(C) Around child-centric, familiar real-life themes connecting immediate surroundings
(D) According to international ecological treaties, global summits, and policy protocols

273. Integrating Education for Sustainable Development (ESD) in secondary curriculum prepares students to address global challenges such as:
(A) Stock market speculation, financial currency trading, and commercial investment
(B) Standardizing global urban architecture styles, building codes, and floor plans

(C) Climate change, biodiversity loss, resource depletion, and socio-economic inequality
(D) Eliminating traditional local agricultural techniques and regional farming methods

274. What is the role of disaster management education embedded within Environmental/ Social Science curriculum?
(A) Training children to act as professional full-time firefighters during school hours
(B) Building awareness, emergency preparedness, and resilience during disasters
(C) Calculating insurance claim compensations for damaged school property assets
(D) Memorizing historical disaster death statistics without conducting safety drills

275. Which field technique is most effective for teaching ecological concepts in Social Science/ Science?
(A) Audio-lecture monologues delivered in dark classrooms without visual displays
(B) Local community environment field survey and biodiversity mapping
(C) Copying textbook definitions onto charts and displaying them on walls
(D) Multiple-choice flashcard drills and rapid memorization question rounds

276. Modern educational philosophy views "Co-Curricular Activities" (CCAs) as:
(A) Peripheral non-essential distractions from the core academic curriculum schedule
(B) Purely recreational activities reserved exclusively for non-academic students
(C) Integral components of total curriculum fostering holistic student growth
(D) Mandatory punishment tasks assigned for misbehaving or disruptive children

277. Why has the term "Extra-Curricular Activities" been largely replaced by "Co-Curricular Activities" in modern pedagogical policy?
(A) Because the word "extra" made activities sound too expensive for public school budgets
(B) To allow schools to charge extra fees for sports equipment and activity management
(C) To reflect that activities parallel and support the core academic curriculum
(D) Because national examination boards do not allow competitive sports in public schools

278. Which of the following is a primary objective of organizing co-curricular activities like debates, drama, sports, and NSS/NCC in schools?
(A) Increasing student performance scores in written math exams exclusively through drill
(B) Keeping students occupied so classroom teachers have free administrative planning time
(C) Generating additional financial revenue for school welfare and development funds
(D) Developing leadership, teamwork, aesthetic sensitivity, and well-being

279. Consider the following types of co-curricular activities and their primary developmental domains:
I. Literary activities (Debates, School Magazine) — Cognitive and Expressive skills
II. Physical activities (Sports, Athletics) — Psychomotor and Health development
III. Civic and Social activities (NSS, Eco-Club) — Affective and Community values
IV. Cultural activities (Music, Drama) — Aesthetic and Emotional expression
Which of the above pairings are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

280. A Principal planning the annual institutional calendar should ensure that co-curricular activities are scheduled:
(A) Systematically throughout the academic year, integrated into the master timetable
(B) Exclusively during the final two weeks immediately preceding formal board examinations
(C) Only on official public holidays when regular academic classes are completely canceled
(D) Randomly whenever a designated subject teacher is absent from regular scheduled class

281. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Equal participation opportunity in co-curricular activities must be provided to all students including Children with Special Needs (CWSN).
Reason (R): Inclusive co-curricular engagement promotes social integration, self-esteem, and

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26. (B) Principle of Child-Centeredness
The principle of child-centeredness dictates that curriculum design must align with the developmental stages, cognitive capacities, interests, and learning styles of students. By prioritizing the learner's natural growth patterns and psychological readiness, educators create meaningful educational experiences that promote active engagement, intrinsic motivation, and self-directed learning.

27. (A) Provision is made for cognitive, affective, and psychomotor growth through diverse activities
The principle of comprehensive scope ensures that curriculum includes a balanced variety of learning opportunities catering to all developmental domains. By incorporating theoretical studies, creative arts, physical education, and practical skill work, institutions foster holistic personality development rather than focusing exclusively on academic memorization or narrow subject specialization.

28. (C) Principle of Rigid Compartmentalization of Subject Matter
Effective curriculum design promotes integration, flexibility, continuity, and real-world relevance. Rigid compartmentalization isolates academic subjects into non-communicating silos, preventing learners from making meaningful connections across disciplines. Modern educational theory explicitly rejects structural rigidity in favor of interdisciplinary alignment, holistic skill development, and adaptable pedagogical practices.

29. (D) Principle of Relevance, Community-Centeredness, and Curriculum Flexibility
Incorporating local environmental contexts, cultural heritage, and community resources into educational programs exemplifies relevance, community-centeredness, and flexibility. This balanced approach ensures that core standards are contextualized through familiar real-life examples, making abstract concepts accessible while strengthening civic pride, environmental awareness, and active community participation among learners.

30. (C) Principle of Vertical Continuity and Articulation
Vertical continuity and articulation dictate that concepts across sequential grade levels build logically upon prior knowledge with increasing depth and complexity. Arranging science, social studies, and mathematics topics systematically prevents conceptual gaps or redundant repetition, ensuring smooth transition and cumulative intellectual development as students progress through educational stages.

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31. (B) Equip learners with future-ready skills, adaptability, and critical thinking for evolving challenges
The forward-looking principle emphasizes that curriculum must prepare students to navigate future socio-economic, technological, and environmental developments. Rather than focusing solely on historical facts or immediate test requirements, education should cultivate critical thinking, technological adaptability, creative problem-solving, and lifelong learning competencies essential for thriving in an evolving global society.

32. (D) Principle of Total Character and Personality Development
Harmonious development of the head, heart, and hand represents balanced integration across cognitive, affective, and psychomotor domains. This principle stresses that education must foster intellectual understanding, emotional maturity, moral integrity, and practical physical skills simultaneously, ensuring that learners mature into well-rounded, socially responsible, and productive individuals.

33. (A) School activities reflect community needs and use local resources as learning labs
Community-centeredness establishes an active partnership between educational institutions and surrounding society. Schools utilize local cultural traditions, environmental features, and community expertise as direct instructional resources, while school activities address real community challenges. This bi-directional integration enhances social relevance, civic responsibility, and practical application of learning.

34. (C) The developmental needs, interest patterns, abilities, and learning styles of the child
In a child-centered curriculum, content selection and instructional strategies revolve around the psychological readiness, interests, developmental milestones, and individual learning paces of students. Rather than imposing rigid administrative schedules or fixed subject

learns; Modification changes WHAT is learned

290. An example of an instructional "Accommodation" for a child with low vision in a science class is:
(A) Providing large-print or tactile diagrams while keeping learning concepts identical
(B) Eliminating all science study requirements completely for the low vision student
(C) Asking the low vision student to leave the science lab during active experiments
(D) Giving the student a lower academic performance grade automatically in science

291. An "Individualized Education Program" (IEP) in inclusive pedagogy is:
(A) A standardized administrative document issued uniformly to all students in a state school
(B) A customized educational plan detailing goals, accommodations, and support
(C) A formal administrative punishment record maintained in office for disruptive students
(D) A commercial training contract signed with private coaching institutes for exam prep

292. Consider the following adaptation strategies for CWSN:
I. Providing extra time and scribe facility for written examinations
II. Using multi-sensory teaching aids (tactile, visual, auditory)
III. Simplifying complex task directions into sequential step-by-step visual prompts
IV. Permanently excusing CWSN from all learning expectations and attendance
Which of the above are valid inclusive pedagogical adaptations?
(A) I and IV only
(B) I, II and III only
(C) II and III only
(D) I, II, III and IV

293. Universal Design for Learning (UDL) framework in inclusive curriculum design rests on three primary principles:
(A) Single textbook, Single lecture, and Single standardized examination model
(B) Direct instruction, Behavioral punishment, and Standardized repetitive drill
(C) Multiple means of Engagement, Representation, and Action/Expression
(D) Physical segregation, Medical diagnosis, and Remedial tracking placement

294. Given below are two statements, one is labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Inclusive pedagogy benefits all learners in the classroom, not only Children with Special Needs.
Reason (R): Differentiated instruction and multi-sensory strategies cater to diverse learning styles, intelligence profiles, and pace variations across the entire student population.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

295. Consider the following structural elements of classroom differentiation:
I. Content — Modifying what is taught or accessed
II. Process — Adapting how content is taught and practiced
III. Product — Flexible ways students demonstrate mastery
IV. Environment — Adapting physical and emotional setting
Which of the above can be differentiated by a teacher to accommodate learner diversity?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

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296. Scenario: A child with Dyslexia in Grade 6 struggles with reading printed text during history lessons. The inclusive teacher provides text-to-speech audio software and allows oral responses for assessment. This adaptation is an example of:
(A) Unfair advantage violating standard examination discipline rules
(B) Lowering academic standards improperly without administrative approval
(C) Reasonable Accommodation under inclusive pedagogical practices
(D) Null curriculum execution and invalid instructional delivery model

297. In an inclusive classroom, "Peer-Tutoring" and "Cooperative Learning Groups" serve to:
(A) Promote social integration, peer support, empathy, and collaborative knowledge building
(B) Transfer total teaching responsibility from the professional teacher to classroom children

(C) Enable high achievers to mock struggling peers during regular group study assignments
(D) Eliminate the need for individual teacher assessment and ongoing diagnostic monitoring

298. Which auxiliary professional support is essential for a Head of Institution to coordinate when implementing an inclusive curriculum for severe CWSN?
(A) External commercial marketing agencies and private administrative consultants
(B) Special Educators, Speech Therapists, Occupational Therapists, and Counselors
(C) Standardized testing contractors, examination proctors, and external auditors
(D) Legal litigation attorneys and court representatives for special education laws

299. Assistive Technology (AT) in inclusive curriculum transaction refers to:
(A) High-speed automated exam grading machines used by administrators in board offices
(B) Closed-circuit television cameras installed for staff attendance monitoring in schools
(C) Devices or software used to improve functional capabilities of CWSN
(D) Commercial digital blackboards used exclusively for teacher lectures and displays

300. The ultimate philosophy underlying inclusive curriculum adaptation is:
(A) Modifying the environment and system to fit the child, rather than forcing the child
(B) Forcing disabled children to match standard norms without providing pedagogical support
(C) Creating separate educational institutions for every distinct disability category in society
(D) Reducing academic benchmarks to zero for all students across the entire education system

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ANSWERS

1. (A) The totality of planned learning experiences provided by an educational institution
Curriculum in its modern comprehensive sense encompasses all educational experiences arranged and guided by a school. It extends far beyond subject syllabi, textbooks, or examination schedules to include co-curricular activities, institutional culture, physical environments, and social interactions. This holistic structure ensures that intellectual, emotional, social, and physical growth are systematically nurtured across all institutional activities.

2. (C) A continuous reconstruction of student experience aligned with personal inquiry and social needs
John Dewey formulated a progressive, experiential concept of curriculum that rejects static facts and mechanical memorization. He viewed education as an ongoing process of living where learning develops through active problem-solving, reflection, and social engagement. In this framework, knowledge is continually reshaped as learners interact with their physical and social environments to fulfill meaningful inquiry.

3. (A) Hidden curriculum
The hidden curriculum comprises unwritten norms, implicit values, social hierarchies, and behavioral expectations absorbed by students through school structures. Unlike the formal or written curriculum, these lessons emerge informally through daily routines, administrative rules, peer dynamics, and teacher attitudes. They significantly shape student socialization, civic identity, personal discipline, and cultural perceptions within institutional life.

4. (D) Concepts and subject matter that are consciously or unconsciously omitted from the formal curriculum
Formulated by Elliot Eisner, the null curriculum represents topics, perspectives, or skills that schools explicitly or implicitly exclude from instruction. What is omitted communicates subtle messages about what society or institutions deem unimportant. Recognizing the null curriculum helps educational planners evaluate systemic biases, content gaps, and structural limitations within formal instructional policies and materials.

5. (A) I and II only
Structural dimensions of curriculum include overt, covert, and null forms. The overt curriculum covers explicit plans, syllabus outlines, textbooks, and formal assessments. The covert or hidden curriculum transmits social norms and values through institutional culture and rules. However, the null curriculum refers to intentionally or unintentionally omitted content, making statement three conceptually incorrect in educational theory.

6. (C) A course or track to be run
Etymologically, curriculum derives from the Latin word currere, meaning to run or a course to be run. Historically, this metaphor compares education to a chariot race track where learners navigate a prescribed developmental pathway to reach key learning milestones. Modern curriculum theory retains this notion of a structured journey while expanding it beyond linear subject progression.

7. (D) Dynamic alignment of content, pedagogy, and assessment to foster holistic student development
Contemporary educational leadership views curriculum transaction as an interactive, flexible process rather than a rigid delivery of textbooks. Effective transaction requires harmonizing instructional content with learner-centered pedagogy and meaningful formative assessment. This integrated approach ensures that learning experiences adapt to diverse student needs, foster critical thinking, and support comprehensive intellectual, emotional, and social development.

8. (A) Hidden curriculum
Unintended learning that occurs during social interactions, such as absorbing gender roles during collaborative group work, exemplifies the hidden curriculum. While academic concepts constitute the explicit instruction, organizational patterns and interpersonal behaviors convey subtle messages about social expectations. These implicit experiences heavily influence personal

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peer acceptance among diverse learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

282. How does participation in co-curricular activities impact student academic performance according to educational research?
(A) It leads directly to academic failure and dropouts across all standard subjects
(B) Positively correlates with improved engagement, attendance, and self-discipline
(C) It has zero measurable impact on child cognitive development or social growth
(D) It causes extreme mental fatigue, reducing overall intelligence quotient levels

283. What role does the House System play in managing co-curricular activities in large secondary schools?
(A) Segregating high-performing academic students from slow learners across classes
(B) Simplifying administrative discipline enforcement through corporal punishment rules
(C) Fostering vertical social grouping, healthy competition, and team spirit
(D) Managing commercial canteen sales and food distribution during lunch hours

284. Scenario: A Principal observes that only a small group of academically elite students participate in all inter-school co-curricular competitions, while the majority remain passive spectators. The Principal should:
(A) Ban all inter-school competitions entirely across the institution to maintain equity
(B) Select event participants based purely on parent donations and financial contributions
(C) Introduce intra-school mass participation events and rotation policies
(D) Cancel all co-curricular activities in favor of extra mandatory academic tuition classes

285. In a holistic assessment framework (such as CCE or NEP 2020 progress card), co-curricular performance is assessed using:
(A) Standardized 3-hour written tests administered under formal exam conditions
(B) Descriptive rubrics, continuous observation, and qualitative indicators
(C) Secret numerical marks assigned by the Principal without student feedback
(D) Multiple-choice factual recall quizzes administered weekly in classrooms

286. Which co-curricular organization in Indian schools focuses specifically on developing youth leadership, community service, outdoor survival skills, and national defense discipline?
(A) Institutional Parent-Teacher Association (PTA)
(B) National Cadet Corps (NCC) and Scouts & Guides
(C) Local School Management Committee (SMC) Panel
(D) Central Board Student Representative Council

287. "Curriculum Adaptation" in inclusive education refers to:
(A) Creating a lower-standard separate curriculum that isolates disabled children from peers
(B) Exempting disabled students from attending school completely without offering support
(C) Modifying curriculum goals, strategies, and assessments to enable full participation
(D) Forcing CWSN students to conform to rigid standard instruction without accommodations

288. Under the Rights of Persons with Disabilities (RPwD) Act 2016, inclusive education is legally defined as a system of education where:
(A) Disabled children are educated exclusively in specialized residential state institutions
(B) Students with disabilities attend mainstream school only for non-academic sports periods
(C) Students learn together and teaching is adapted to meet diverse learning needs
(D) Disabled students sit at the back of standard classrooms without pedagogical adjustments

289. Which of the following describes the difference between "Curriculum Accommodation" and "Curriculum Modification"?
(A) Accommodation alters content standards; Modification changes seating arrangement only
(B) Accommodation is illegal under RPwD Act; Modification is mandatory across all schools
(C) Both terms are identical in operational meaning and pedagogical application in class
(D) Accommodation changes HOW a student

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prescribed by an examining body, they are working with a syllabus. This document details the exact academic content, sequence, and assessment requirements for a subject, serving as the immediate operational reference for lesson planning and classroom instruction.

18. (C) Detailed topic list of textbook units for Class X Mathematics — Syllabus
Matching educational scope requires distinguishing subject details from institutional frameworks. A detailed list of textbook units and academic topics for a specific subject like Class X Mathematics accurately exemplifies a syllabus. Broad vision, administrative systems, and implicit cultural values belong to macro-curriculum or hidden curriculum dimensions rather than subject syllabi.

19. (A) Student learning experiences, personal growth, and alignment with holistic goals
Syllabus monitoring focuses on administrative coverage of prescribed academic topics within set timeframes. Conversely, comprehensive curriculum evaluation assesses the quality of student learning experiences, social development, critical thinking skills, and overall alignment with holistic educational goals. It measures how effectively the entire educational environment fosters balanced personal and academic growth.

20. (D) I, II, III and IV
Curriculum design encompasses macro-level national goals, mid-level term syllabus distribution, co-curricular activity organization, and micro-level unit assessment design. Because curriculum includes all planned learning opportunities and institutional structures, both foundational philosophy and specific instructional tools fall directly within its domain, making all four listed aspects essential components of comprehensive design.

21. (B) Curriculum framework changes typically require systemic policy updates and educational reform efforts
Educational frameworks maintain dynamic relationships where syllabi and curriculum are systematically aligned rather than functioning as completely isolated entities. Curriculum reforms involve multi-tiered institutional updates, structural modifications, and policy revisions across educational systems. Understanding how structural policy shifts interrelate with subject syllabi ensures that updates in learning content remain coherent, relevant, and aligned with overall national educational standards.

22. (B) Curriculum Framework → Syllabus → Unit Plan → Lesson Plan
Educational planning progresses systematically from macro-level national guidelines to micro-level classroom instruction. The curriculum framework establishes broad educational philosophy and goals. The syllabus translates these goals into subject topic outlines. Unit plans organize these topics into cohesive instructional blocks, which teachers ultimately execute through daily, detailed classroom lesson plans.

23. (D) Content and teaching methods adapt to regional contexts, learner diversity, and evolving needs
The principle of flexibility in curriculum construction requires that educational programs avoid rigid, uniform mandates. Instead, content, instructional strategies, and learning paces must adapt to regional conditions, socio-cultural backgrounds, and diverse student capabilities. This adaptability ensures that learning experiences remain meaningful, inclusive, and responsive to changing socio-economic requirements.

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24. (A) Principle of Utility
The principle of utility emphasizes that curriculum content and learning experiences must possess practical value for students. Education should equip individuals with functional knowledge, life skills, and vocational capabilities necessary for active community living and career success. Selecting utilitarian content ensures that classroom instruction translates directly into real-world application.

25. (B) Establishing meaningful connections across different subjects and real-world contexts
The principle of integration seeks to dismantle artificial boundaries between distinct academic disciplines. By organizing content around common themes, interdisciplinary concepts, and real-life scenarios, learners develop a unified understanding of knowledge. This holistic approach enhances cognitive synthesis, critical thinking, and problem-solving abilities across diverse subject domains.

beliefs, social attitudes, and self-perception alongside formal academic learning goals.

9. (B) Philosophical foundation
The philosophical foundation of curriculum explores epistemological questions regarding truth, valid knowledge, ethical values, and educational aims. It guides decision-makers in defining what knowledge holds worth, how truth is established, and what purpose education serves in human development. This philosophical vision provides the overarching rationale for selecting subject matter, pedagogical approaches, and evaluation frameworks.

10. (B) Sociological foundation
The sociological foundation aligns educational programs with social realities, community values, economic demands, and cultural preservation. By addressing contemporary societal issues, demographic shifts, and technological changes, curriculum planners ensure that education remains relevant and functional. This foundation prepares learners to function effectively as responsible citizens while contributing constructively to broader socio-economic and community development.

11. (A) Behaviorist/Technical-Scientific perspective
The technical-scientific or behaviorist model views curriculum as a systematic, step-by-step product focused on precise behavioral objectives, efficient content delivery, and measurable outputs. Proponents emphasize standardized testing, behavioral conditioning, performance metrics, and operational efficiency. Learning in this paradigm is evaluated through observable performance changes, standardized rubrics, and structured quantitative achievements.

12. (C) Curriculum is broader and institution-wide, whereas syllabus is a topic-wise outline for a specific subject
A fundamental distinction lies in scope and application. Curriculum represents the overarching institutional framework encompassing educational goals, pedagogical philosophies, co-curricular programs, and learning environments. In contrast, a syllabus is a specific, descriptive document outlining topic lists, course objectives, textbook units, and assessment criteria for a single academic subject during a given term.

13. (D) It is a descriptive summary of topics, concepts, and evaluation criteria for a specific subject course
A syllabus functions as a subject-specific operational guide outlining content topics, learning units, recommended readings, time allocations, and examination patterns. It provides clear structural guidelines for teachers and students regarding what will be taught and assessed. Unlike broader curriculum frameworks, its scope is confined to specific subject domains within defined academic terms.

14. (C) Syllabi tend to be prescriptive and subject-bound, while curriculum frameworks are broader and flexible
Traditional syllabi are generally prescriptive, specifying precise subject topics, schedules, and examination guidelines that instructors must follow. Conversely, modern curriculum frameworks offer broader, flexible principles that outline general goals, competency standards, and pedagogical values. This flexibility allows educational institutions and teachers to adapt content delivery to local contexts and student diversity.

15. (A) Both A and R are true and R is the correct explanation of A
A syllabus is inherently a sub-component of the broader educational curriculum. While a syllabus focuses strictly on specific subject topic lists and course units, the curriculum incorporates the complete learning environment, including institutional aims, teaching methodologies, assessment frameworks, and extra-curricular programs. Thus, the broader scope of curriculum explains why a syllabus forms one part of it.

16. (D) Lists topic-by-topic content and time allocations for a specific subject examination
Detailing topic outlines, specific textbook chapters, time allocations, and examination requirements for a particular subject is characteristic of a syllabus. While curriculum encompasses institutional vision, value ethos, guidance facilities, and co-curricular programs, a syllabus remains focused on structuring specific academic content and term-wise course coverage for assessment purposes.

17. (A) Syllabus
When teachers create term plans derived directly from subject topic lists and unit specifications

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hierarchies, learning environments are organized to encourage active exploration, self-expression, and personal autonomy.

35. (A) Both A and R are true and R is the correct explanation of A
Child-centered pedagogy shifts the teacher's primary role from an authoritative transmitter of static information to a supportive facilitator of learning experiences. Because constructivist theory establishes that knowledge is actively built by learners through exploration and inquiry, facilitators design engaging environments, guide inquiries, and support individual developmental needs.

36. (D) Constructivism and Developmental Psychology
Constructivism and developmental psychology provide the theoretical foundation for child-centered design. Theorists like Piaget, Vygotsky, and Bruner demonstrated that learners construct understanding through active environmental interactions and social experiences. Recognizing developmental stages ensures that instructional tasks match children's evolving cognitive capacities, personal interests, and social readiness.

37. (A) Differentiated learning tasks offering choices based on student interest and readiness
Offering differentiated learning tasks tailored to individual interests, readiness levels, and learning styles exemplifies child-centered implementation. This approach respects learner diversity by providing flexible pathways to achieve educational goals, encouraging student agency, intrinsic motivation, and deeper conceptual engagement compared to uniform lecture modes or fixed drills.

38. (C) Continuous and formative, integrated with learning to support learner progress
Child-centered evaluation is conceptualized as an ongoing, formative process integrated directly into daily learning activities. Rather than relying solely on high-stakes summative exams, teachers use diagnostic observations, self-assessments, and qualitative feedback to track personal progress, identify learning needs, and adapt instructional support continuously.

39. (D) John Dewey
John Dewey advocated progressive, child-centered education centered on the philosophy of learning by doing. He argued that education should reflect real-life experiences, encouraging active inquiry, practical experimentation, and collaborative problem-solving. His work laid the foundation for modern constructivist pedagogy and experiential learning frameworks worldwide.

40. (B) I, II and IV only
Key features of child-centered instruction include active student exploration, flexible learning speeds, and ongoing formative feedback. Rigid adherence to fixed textbook sequences contradicts child-centered principles, which prioritize learner interests and diagnostic needs over standardized pace. Therefore, statements one, two, and four accurately define child-centered practices.

41. (C) Multi-sensory teaching strategies and differentiated instruction
Addressing individual differences requires employing multi-sensory teaching techniques and differentiated instruction. By offering varied instructional formats, flexible learning pathways, and adapted materials, educators cater to diverse cognitive strengths, sensory preferences, and learning paces, ensuring equitable learning opportunities for all students within inclusive classrooms.

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42. (D) To provide concrete experiences that stimulate student inquiry and exploration
In child-centered classrooms, learning materials and hands-on manipulation tools serve to provide concrete experiences that stimulate curiosity, active inquiry, and concept discovery. Rather than functioning as passive visual displays, effective instructional materials allow learners to experiment, observe patterns, solve problems, and construct abstract concepts independently.

43. (C) It may lead to fragmented knowledge if lack of structured teacher guidance occurs
A notable limitation of improperly executed child-centered design is the potential for fragmented or superficial understanding if structured teacher facilitation is lacking. Without subtle scaffolding, systematic synthesis, and clear educational goals, unstructured child-led exploration can lead to conceptual gaps and inconsistent skill development across core disciplines.

44. (D) As valuable diagnostic indicators of cognitive development and learning gaps
Child-centered frameworks view errors as natural, essential components of the learning process. Rather than treating mistakes as failures warranting penalties, educators analyze student errors to diagnose underlying misconceptions, understand cognitive reasoning steps, and design targeted instructional interventions that guide learners toward conceptual clarity and mastery.

45. (A) Both A and R are true and R is the correct explanation of A
Community-centered curriculum design connects institutional schooling with local socio-economic realities. Because educational systems operate as sub-systems of larger communities, addressing local social problems, civic challenges, and economic needs ensures that classroom learning remains relevant, functional, and directly applicable to immediate and future community life.

46. (B) Conducting field surveys and inviting community elders as resource persons
Operationalizing community-centered principles involves utilizing local community assets and real-world investigations. Conducting environmental or social field surveys and engaging community elders as expert resource persons grounds academic concepts in familiar local contexts, fostering mutual respect, civic engagement, and authentic practical learning experiences.

47. (C) A rich, contextual learning laboratory and resource bank
Community-centered design views the local environment as an expansive, living learning laboratory. Local geography, historical sites, economic enterprises, and socio-cultural traditions serve as primary instructional resources where theoretical knowledge is observed, tested, and applied, making abstract concepts concrete and meaningful for students.

48. (D) Community-Centered and Social Relevance Principle
Student projects that map local water resources and present practical solutions to local administrative bodies demonstrate community-centeredness and social relevance. This experiential approach connects classroom science and civic concepts with authentic local problem-solving, empowering learners as active contributors to community welfare and environmental sustainability.

49. (D) Enhancing social cohesion, civic awareness, and practical relevance of learning
Integrating community-centered principles enhances social cohesion, strengthens civic responsibility, and deepens learning relevance. By examining real community issues, students gain empathetic awareness, appreciate local cultural heritage, and develop practical problem-solving skills necessary for active, responsible citizenship within their immediate social environments.

50. (C) Contextualized community-centered curriculum planning
Aligning school activity calendars and project work with community cycles, such as local harvest seasons and cultural festivals, represents contextualized community-centered planning. This flexible strategy reduces absenteeism by respecting local socio-economic rhythms while using cultural events as rich, authentic contexts for academic learning.

51. (D) School facilities are utilized for community development and social interaction
Viewing the school as a community center implies that educational infrastructure extends beyond traditional daytime instruction to serve broader community development. School buildings host adult education programs, civic meetings, health initiatives, and cultural events, fostering continuous collaboration between educational institutions and local residents.

52. (A) Subject-centered — Standardized academic disciplines and content mastery
Subject-centered curriculum design focuses strictly on standardized academic disciplines, structured factual content, and mastery of traditional subject bodies. In this model, knowledge is organized logically within discrete subject boundaries, prioritizing academic rigor, content coverage, and systematic cognitive progression over student interests or social contexts.

53. (C) Community-centered and contextualized curriculum
Incorporating regional folk art, local crafts, and traditional trades into vocational units directly exemplifies community-centered, contextualized design. This strategy preserves local cultural

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heritage, respects community wisdom, and provides students with practical, locally relevant vocational skills that bridge classroom instruction with regional economic opportunities.

54. (D) School Management Committee (SMC)
Under the Right to Education (RTE) Act 2009, the School Management Committee, comprising parents, local community members, elected representatives, and teachers, serves as the primary governance body for facilitating community participation in school development, curriculum monitoring, and institutional planning.

55. (B) I, II and III only
Objectives of a community-centered curriculum include developing civic consciousness, utilizing local cultural knowledge, and solving real-world local problems. Isolating students from surrounding socio-economic realities contradicts community-centered principles, which advocate for deep integration between schools and society, making options one, two, and three correct.

56. (C) Content is organized into distinct academic disciplines with emphasis on knowledge acquisition
Subject-centered design organizes educational experiences around distinct academic disciplines such as history, mathematics, and physics. The primary emphasis is placed on structured content mastery, logical discipline sequence, and systematic acquisition of theoretical facts, relying heavily on prescribed textbooks and standard examinations.

57. (D) Essentialism and Perennialism
Subject-centered approaches are fundamentally rooted in essentialist and perennialist philosophies. Essentialism stresses mastering core academic skills and traditional subjects, while perennialism emphasizes enduring ideas and classic intellectual disciplines. Both paradigms view knowledge as a structured, objective reality to be systematically transmitted by educators.

58. (A) It fragments knowledge and neglects learner needs and real-life integration
A primary criticism of subject-centered design is that it compartmentalizes knowledge into isolated, non-communicating subjects. This rigid division often ignores individual student interests, learning paces, and real-life application, resulting in passive rote memorization rather than integrated, meaningful problem-solving abilities.

59. (D) Logical, sequential, and topic-driven within specific subject bounds
In subject-centered models, content is organized logically, hierarchically, and sequentially within strict subject boundaries. Topics proceed from basic rules to advanced theories based on the internal logic of the discipline, ensuring systematic coverage through planned textbook units and structured lectures.

60. (C) An authoritative expert responsible for delivering structured content
Subject-centered models conceptualize the teacher as an authoritative subject expert responsible for delivering structured body of knowledge efficiently. The educator directs instruction, maintains formal discipline, controls pacing, and evaluates student mastery through standardized tests and traditional recitation methods.

61. (C) Teacher-led lectures, textbook reading, and direct instruction
Instructional delivery in subject-centered models relies predominantly on direct instruction, teacher-led lectures, textbook reading assignments, and structured drill routines. These methods prioritize efficient content transmission and standardized knowledge acquisition within allocated timetable periods.

62. (D) It allows easy master-scheduling and structured academic evaluation
A practical advantage of subject-centered design is administrative efficiency. Organizing content into distinct subjects with predetermined syllabi simplifies timetable scheduling, teacher deployment, progress tracking, and standardized evaluation, making it highly manageable across large educational systems.

63. (C) Subject-centered
Organizing content strictly according to the internal logical hierarchy of an academic discipline represents a subject-centered approach. Concepts proceed systematically from simple foundational rules to complex applications based on subject structure, emphasizing formal discipline logic over student interests or immediate real-world contexts.

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conceptual understanding, and builds cognitive confidence.

106. (D) Reinforcement over time builds confidence and bridges learning gaps incrementally
A key advantage of the spiral curriculum is that periodic reinforcement over time builds confidence and bridges learning gaps incrementally. Re-encountering concepts in varying contexts allows students to consolidate prior understanding while expanding their capacity for complex problem-solving and critical reasoning.

107. (A) Spiral curriculum model
Introducing "Ecosystems" through local garden observations in primary school, food webs in middle school, and biochemical equations in secondary school illustrates a spiral curriculum model. The core topic is revisited across educational levels with increasing depth, complexity, and scientific abstraction.

108. (C) Risk of tedious repetition if subsequent encounters do not raise the challenge level
A challenge in implementing a spiral curriculum is the risk of tedious repetition if subsequent encounters with a topic fail to increase cognitive challenge or depth. Without clear vertical articulation, revisiting concepts can devolve into uninspiring review rather than meaningful cognitive progression.

109. (A) Jerome Bruner — Spiral Curriculum & Enactive-Iconic-Symbolic modes
Jerome Bruner is correctly paired with the Spiral Curriculum model and the Enactive-Iconic-Symbolic modes of cognitive representation. His work emphasized scaffolding, active discovery learning, and structuring curriculum to match children's evolving modes of thinking across educational stages.

110. (B) Principle of Spiral Progression and Cognitive Articulation
Teaching identical definitions and worksheets in Grade 6 and Grade 8 without increasing cognitive difficulty violates spiral progression and cognitive articulation. Effective spiral design requires that subsequent encounters elevate challenge levels, deepening analytical depth rather than repeating static content.

111. (D) Connect knowledge across subject boundaries to reflect holistic real-world contexts
An integrated curriculum aims to connect knowledge across subject boundaries, reflecting holistic real-world contexts. By linking concepts from diverse disciplines, integration helps students understand interconnected phenomena, apply skills in meaningful scenarios, and develop critical problem-solving capacities.

112. (C) Multidisciplinary / Parallel Integration
Teaching a common theme like "Water" concurrently across Science, Geography, and Literature while preserving separate subject classes represents multidisciplinary or parallel integration. Subjects remain distinct, but topics are aligned chronologically to highlight cross-disciplinary perspectives.

113. (D) Real-world issues, student inquiries, and life contexts without subject boundaries
In transdisciplinary integration, curriculum organization completely transcends traditional subject boundaries. Learning revolves around real-world issues, student inquiries, and authentic life contexts, encouraging learners to apply diverse skills and concepts holistically to solve complex real-world problems.

114. (D) Development of critical thinking and synthesis of knowledge across contexts
Integrated curriculum models foster critical thinking and knowledge synthesis by enabling students to analyze problems from multiple perspectives. Breaking down discipline silos encourages creative connections, higher-order reasoning, and practical application of learning in diverse real-life scenarios.

115. (D) I, II and III
Intradisciplinary integration connects concepts within a subject, interdisciplinary integration combines skills across subjects around central themes, and transdisciplinary integration organizes learning around real-world issues beyond traditional disciplines. All three descriptions accurately define levels of curriculum integration.

116. (B) Art-Integrated Learning (AIL)
Incorporating visual arts, music, dance, and drama into social studies and science lessons represents Art-Integrated Learning (AIL). This experiential approach leverages creative

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genuineness, and unconditional positive regard. Rogers asserted that meaningful learning flourishes when educators act as compassionate facilitators who create emotionally safe, supportive classroom environments where students feel valued and self-actualized.

75. (C) A is true but R is false
Implementing learner-centered instruction demands high teacher flexibility and diagnostic assessment skill to address diverse student needs. However, reason R is false because learner-centered classrooms do not abandon structure or goals; rather, they provide purposeful, scaffolded framework within which flexible learning occurs.

76. (C) An active, self-regulating constructor of knowledge
Learner-centered models view the student as an active, self-regulating individual who constructs knowledge through meaningful experiences and environmental interactions. This perspective rejects passive reception models, recognizing that learners process information critically and build personalized cognitive structures.

77. (B) Universal Design for Learning and Differentiated Instruction
Universal Design for Learning (UDL) and Differentiated Instruction directly support learner-centered education. These frameworks offer flexible means of representation, engagement, and expression, ensuring that instructional strategies accommodate diverse learning styles, readiness levels, and individual developmental needs.

78. (D) A common body of essential learning experiences and values required for all students
A core curriculum represents a foundational program of study mandatory for all enrolled students within an educational system. It provides essential knowledge, shared cultural literacy, fundamental life skills, and civic values necessary for responsible citizenship and equitable personal development.

79. (D) Problem-solving skills, common citizenship values, and interdisciplinary integration
Core curriculum designs combine essential general education with interdisciplinary problem-solving and democratic citizenship values. By connecting foundational academic concepts across subject boundaries, the core curriculum prepares all learners to resolve complex socio-economic problems and contribute constructively to society.

80. (A) I and II only
Core curricula provide shared foundational learning for all students and address societal goals and citizenship skills. However, statement three is incorrect because core curriculum models typically coexist with specialized elective streams in upper secondary grades, making options one and two correct.

81. (B) Mandatory foundation subjects that every student must study to qualify
Core subjects are mandatory foundational courses that every student must complete as part of a general education requirement. These subjects establish universal standards in literacy, numeracy, scientific inquiry, and social understanding required for functional citizenship and further academic specialization.

82. (C) Reducing curriculum content to core essentials to foster critical thinking
Modern policy frameworks like NEP 2020 advocate reducing curriculum content to core essential concepts. Minimizing factual overload creates dedicated space for critical thinking, creative inquiry, experiential learning, and deeper conceptual mastery across primary and secondary educational levels.

83. (D) Ensuring standard cultural literacy, social equity, and educational equity
Establishing a national or state core curriculum ensures educational equity and shared cultural literacy across socio-economically diverse student populations. Standard core learning guarantees that all children, regardless of regional or socio-economic background, acquire foundational competencies and democratic values.

84. (D) Allow in-depth investigation of broad social problems crossing traditional subject bounds
In core curriculum implementation, block scheduling provides extended time periods for interdisciplinary investigation of complex social problems. These longer instructional blocks allow students to conduct field research, engage in collaborative project work, and synthesize knowledge across distinct subject domains.

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149. (A) The depth and breadth of content covered in the curriculum at a given level
Scope refers to the breadth and depth of content, concepts, skills, and learning experiences included in a curriculum framework at a specific educational stage. Defining scope ensures balanced subject coverage without overloading students or omitting critical foundational topics.

150. (A) Validity and Contemporary Significance Criterion
Replacing obsolete programming languages like BASIC with Python and Data Literacy operationalizes validity and contemporary significance. Updating content ensures instruction reflects modern technological developments, scientific accuracy, and real-world industry requirements.

151. (A) Establishing a logical ordering of content over time (e.g., simple to complex)
Sequence in content organization establishes a logical, developmental ordering of topics over time. Content progresses systematically (such as simple to complex, concrete to abstract, or chronological) to ensure smooth conceptual building and cognitive development across learning stages.

152. (C) Vertical Articulation
Vertical articulation ensures smooth pedagogical transitions and logical conceptual continuity across sequential grade levels. It links prior learning in earlier grades with increasingly complex topics in higher grades, preventing gaps or unnecessary content duplication across the academic continuum.

153. (A) Connecting different subjects taught concurrently within the same grade level
Horizontal articulation connects concepts, themes, and skills across different academic subjects taught concurrently within the same grade level. Aligning topics horizontally (e.g., historical context in Social Studies with literary works in Language) fosters interdisciplinary synthesis and holistic understanding.

154. (A) Giving adequate emphasis to cognitive, affective, and psychomotor learning domains
Balance in curriculum design ensures proportional emphasis across cognitive, affective, and psychomotor learning domains. A balanced curriculum prevents over-emphasis on theoretical academics by integrating creative arts, physical education, practical skills, and character education for well-rounded development.

155. (D) Translating planned curriculum designs into daily classroom practice and school reality
Curriculum implementation is the active process of translating written curriculum frameworks, syllabi, and instructional materials into daily classroom practices and educational realities. It involves teacher facilitation, instructional resource utilization, classroom management, and ongoing student engagement.

156. (D) Teacher professional development, belief systems, and leadership support
Michael Fullan's educational change theory highlights teacher professional development, personal belief systems, and administrative leadership support as key determinants of successful reform implementation. Without teacher endorsement, pedagogical clarity, and supportive leadership, written curriculum changes fail to transform classroom practice.

157. (A) Supporting teachers, providing resources, and monitoring learning as an Instructional Leader
Heads of institutions play a critical role as instructional leaders during curriculum implementation. Leaders support teaching staff, secure necessary instructional resources, facilitate continuous professional development, monitor learning outcomes, and foster a collaborative climate that encourages pedagogical innovation and effective implementation.

158. (B) Lack of involvement in planning, inadequate training, and fear of increased workload
Resistance to curriculum change among teachers stems primarily from lack of involvement in planning, insufficient professional development training, and concerns over increased administrative workload. Involving teachers early and providing ongoing scaffolding reduces anxiety and builds professional commitment to reforms.

159. (C) Involving teachers in professional learning communities, workshops, and peer mentoring
Building teacher commitment toward new frameworks requires engaging staff in professional learning communities, interactive workshops, and peer mentoring networks. Collaborative

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95. (A) Prescribed chapters in the state NCERT textbook
Prescribed chapters in official NCERT textbooks belong explicitly to the overt or formal curriculum. In contrast, classroom reward systems, discipline rules, and informal peer hierarchies operate as components of the hidden curriculum, conveying implicit values outside written instructional materials.

96. (B) Prepare working-class children for subordinate roles in industrial labor forces
Critical theorists Bowles and Gintis argued that the hidden curriculum in traditional schools mirrors workplace hierarchies. By rewarding compliance, punctuality, and passive obedience, schooling tacitly prepares working-class students for subordinate roles in industrial labor markets, reproducing societal class structures.

97. (C) Implicit/hidden curriculum reinforcing traditional gender roles
Assigning assembly leadership exclusively to male students while giving greeting duties to female students operationalizes an implicit hidden curriculum. This repetitive practice reinforces traditional gender stereotypes and social hierarchies tacitly, overriding formal classroom lessons promoting gender equality.

98. (D) Fostering a school ethos based on respect, equity, and inclusive values
Schools transform the hidden curriculum into a positive force by intentionally building an institutional ethos grounded in mutual respect, social equity, and inclusion. Aligning daily routines, administrative rules, and interpersonal relationships with democratic values ensures that implicit learning reinforces positive character development.

99. (C) Coherent and positive learning environment
Aligning implicit hidden curriculum practices with explicit educational goals creates a coherent, positive learning environment. When institutional values communicated through school routines, rules, and teacher behaviors match formal instructional aims, student trust, character development, and academic engagement are significantly enhanced.

100. (D) Jerome Bruner
Cognitive psychologist Jerome Bruner formulated the concept of the Spiral Curriculum. He argued that complex intellectual ideas can be taught to any child at any stage of development if presented in an intellectually honest, simplified manner and revisited periodically with increasing depth and sophistication.

101. (B) Basic concepts are introduced early and revisited at increasing depth and complexity
The fundamental principle of a spiral curriculum is that foundational concepts are introduced early in simple forms and revisited periodically across grade levels at higher levels of abstraction, complexity, and rigor. This continuous reinforcement deepens understanding and consolidates long-term cognitive retention.

102. (C) Any subject can be taught effectively in an intellectually honest form to any child
Jerome Bruner famously hypothesized that any subject can be taught effectively in an intellectually honest form to any child at any developmental stage. By translating complex concepts into developmentally appropriate representations, educators enable young learners to grasp foundational ideas and build advanced knowledge over time.

103. (A) Enactive, Iconic, and Symbolic
Jerome Bruner identified three modes of cognitive representation: enactive (action-based and concrete manipulation), iconic (image-based and visual representations), and symbolic (abstract language and mathematical symbols). Learners progress through these representations sequentially to construct deep conceptual understanding.

104. (B) Enactive → Iconic → Symbolic
Moving from manipulating plastic pie pieces to drawing circle diagrams and finally solving numerical equations demonstrates Bruner's pedagogical sequence: Enactive (hands-on action), Iconic (visual imagery), and Symbolic (abstract notation). This progression builds concrete experiences into formal abstract mathematical concepts.

105. (A) Both A and R are true and R is the correct explanation of A
A spiral curriculum facilitates long-term mastery because revisiting core ideas periodically allows learners to link new insights to prior knowledge at higher levels of abstraction. This continuous scaffolding reinforces retention, deepens

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127. (B) Educational Need
In curriculum planning theory, the identified gap between current status ("what is") and target standards ("what should be") represents an educational need. Quantifying and analyzing this discrepancy guides developers in formulating targeted objectives, selecting relevant content, and designing effective interventions.

128. (D) Integrate digital literacy and financial modules into curriculum content
When a needs assessment identifies significant gaps in digital literacy and financial skills among graduates, curriculum committees must incorporate functional digital and financial modules into the study program. Aligning content with verified gaps ensures education directly prepares students for modern life.

129. (C) Students, Teachers, Parents, and Community/Industry partners
Comprehensive needs assessments must engage key educational stakeholders, including students, teachers, parents, and community or industry partners. Gathering perspectives from these groups ensures that curriculum revisions reflect classroom realities, home contexts, and future workforce demands.

130. (B) Integrating job-oriented vocational skill modules alongside mainstream subjects
Addressing high dropout rates caused by economic pressures requires integrating job-oriented vocational skills alongside mainstream academic subjects. This practical approach equips students with marketable skills, enhances immediate economic relevance, and reduces dropouts by aligning schooling with student needs.

131. (C) A continuous diagnostic and feedback process ensuring dynamic alignment
Needs assessment is best conceptualized as a continuous diagnostic and feedback mechanism rather than a one-time event. Periodic evaluation of changing societal conditions, technological shifts, and student performance ensures that the curriculum remains dynamically aligned with evolving educational standards.

132. (D) School infrastructure painting inventory
Diagnostic achievement tests, student error analysis, and teacher feedback logs provide vital qualitative and quantitative evidence regarding academic learning needs. An infrastructure painting inventory measures physical maintenance and offers no useful data concerning student learning gaps or curriculum effectiveness.

133. (A) Provide clear direction for content selection, methods, and evaluation
Educational objectives serve as the foundational roadmap for curriculum design. They establish clear, purposeful direction for selecting instructional content, determining pedagogical strategies, organizing learning experiences, and designing valid assessment instruments to measure student growth.

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134. (B) Remembering → Understanding → Applying → Analyzing → Evaluating → Creating
Bloom's Revised Taxonomy arranges cognitive domain levels hierarchically from lowest to highest complexity: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This framework guides educators in formulating learning objectives that progress systematically from basic recall to complex synthesis and innovation.

135. (A) Both A and R are true and R is the correct explanation of A
Formulating SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives is essential because vague or overly broad statements hinder precise instructional planning and assessment. Clear behavioral objectives provide concrete criteria for evaluating student performance and guiding effective pedagogical choices.

136. (D) Design
The action verb "Design" aligns with the "Creating" level—the highest cognitive tier in Bloom's Revised Taxonomy. Creating involves synthesizing elements to form a original structure, plan, or product, whereas verbs like define, summarize, and calculate represent lower cognitive levels.

137. (A) Affective domain
The affective domain of educational objectives focuses on emotional growth, personal values, attitudes, appreciation, and moral development. Developed by Krathwohl and Bloom, this domain categorizes how learners internalize values, build

expression to deepen conceptual understanding, enhance engagement, and support multi-sensory learning across academic disciplines.

117. (C) Use sports activities to teach cognitive concepts, teamwork, and life skills
Sports-Integrated Learning uses physical activities and games to teach academic concepts, fitness, collaboration, and emotional resilience. Integrating sports into lessons makes learning active and enjoyable while developing psychomotor, cognitive, and social-emotional competencies simultaneously.

118. (D) Rigid subject-bound master timetables and departmental specialization silos
A major institutional barrier to implementing an integrated curriculum in secondary schools is the prevalence of rigid, subject-bound master timetables and isolated departmental silos. These organizational constraints make cross-subject teacher collaboration and interdisciplinary project scheduling difficult to execute.

119. (A) Interdisciplinary curriculum integration
Coordinating teachers across Science, Math, English, and Social Studies to deliver a combined thematic unit on "Sustainable Cities" exemplifies interdisciplinary curriculum integration. Concepts and skills from multiple disciplines are synthesized around a shared theme to deepen student understanding.

120. (A) Both A and R are true and R is the correct explanation of A
Integrated curriculum designs align with cognitive research because the human brain naturally seeks patterns and interconnections rather than processing isolated facts. Connecting learning across disciplines mirrors real-world contexts, facilitating meaningful cognitive retention, critical thinking, and brain-compatible learning.

121. (C) Arts and Sciences, Curricular and Extra-curricular, Vocational and Academic streams
NEP 2020 strongly advocates eliminating rigid silos between Arts and Sciences, Curricular and Extra-curricular activities, and Vocational and Academic streams. This structural integration offers students flexible, multidisciplinary learning pathways that promote holistic development and broad skill acquisition.

122. (D) To identify gaps between learner performance/societal needs and desired goals
A needs assessment in curriculum development systematically identifies gaps between current learner performance or societal conditions and desired educational outcomes. It collects empirical data to ensure that curriculum revisions address real learning needs, community expectations, and emerging socio-economic demands.

123. (A) Student learning outcome data, societal expectations, and feedback
Conducting a comprehensive needs assessment requires gathering data from student learning outcomes, societal expectations, teacher evaluations, and community feedback. These diverse inputs provide a realistic picture of educational gaps, ensuring that curriculum updates remain evidence-based and contextually relevant.

124. (B) At the initial planning phase, prior to objective formulation and content selection
Needs assessment occurs at the initial planning phase of curriculum development, before setting educational objectives or selecting content. Identifying existing gaps and priorities ensures that subsequent goals, instructional strategies, and evaluation frameworks directly target verified educational needs.

125. (A) Both A and R are true and R is the correct explanation of A
Needs assessment ensures curriculum design remains responsive and contextually relevant. Without identifying specific learning gaps, demographic characteristics, and community demands, educational programs risk becoming outdated and disconnected from student needs and real-world requirements.

126. (C) Conducting focus group discussions with parents, community leaders, and industry reps
Collecting qualitative data on community educational expectations is best achieved through focus group discussions with parents, civic leaders, local employers, and industry representatives. These interactive sessions yield rich qualitative insights into community priorities, cultural values, and local employment needs.

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85. (A) Both A and R are true and R is the correct explanation of A
Core curriculum fosters social cohesion in democratic societies by ensuring all children gain shared civic values, foundational knowledge, and essential life skills. Providing uniform foundational learning across diverse socio-economic backgrounds builds mutual understanding and equal democratic participation among future citizens.

86. (A) By combining a common mandatory core with flexible electives and skill-based tracks
Educational systems balance mandatory core requirements with individual interests by offering a common foundational core alongside flexible elective subjects and skill-based tracks. This structure guarantees universal basic competencies while allowing students to cultivate personal talents and career pathways.

87. (C) Broad social issues, human persistent problems, and integrated theme units
Core curriculum frameworks frequently organize instructional content around broad social issues, persistent human problems, and interdisciplinary thematic units. This approach helps students connect academic disciplines directly with real-world community challenges, ethical decision-making, and active civic participation.

88. (B) Promote national identity, equity, and shared civic responsibility
Core curriculum elements specified in national frameworks—such as constitutional values, freedom struggle history, and gender equity—serve to foster national identity, social cohesion, and shared civic responsibility across diverse states while respecting regional cultural variations.

89. (D) Unwritten, unofficial, and unintended lessons, values, and perspectives learned in school
The hidden curriculum consists of unwritten, unofficial, and often unintended lessons, values, norms, and behavioral expectations transmitted within educational institutions. These implicit messages are communicated through organizational structures, teacher attitudes, institutional rules, authority dynamics, and peer social interactions.

90. (B) Learning submissiveness to authority or implicit gender bias through classroom routines
Absorbing submissiveness to authority or implicit gender biases through classroom routines exemplifies the hidden curriculum. These implicit socio-cultural attitudes are learned tacitly through institutional practices, seating arrangements, and teacher interactions rather than through formal textbook instructions or explicit course objectives.

91. (C) Crowds, praise, and power dynamics inherent in school organizational structures
In Life in Classrooms (1968), Philip Jackson coined "hidden curriculum" to describe how children adapt to social demands of school life. He emphasized that learning to navigate crowds, earn teacher praise, and submit to institutional power dynamics heavily shapes student behavior alongside formal academic instruction.

92. (D) Conducting equity audits of school climate, teacher practices, and institutional routines
School heads can address harmful aspects of the hidden curriculum by conducting comprehensive equity audits of institutional climate, teacher expectations, and school routines. Identifying subtle biases in authority patterns, sports allocation, and reward structures allows leaders to cultivate an inclusive, equitable, and respectful school culture.

93. (D) I, II, III and IV
All four practices convey non-verbal messages that shape student values. Rewarding compliance, allocating equipment by gender, displaying inclusive images, and arranging seating by test marks tacitly communicate institutional priorities, social hierarchies, and behavioral expectations through the hidden curriculum.

94. (A) Both A and R are true and R is the correct explanation of A
The hidden curriculum significantly influences social development because institutional rules, climate, teacher attitudes, and peer behaviors continuously communicate implicit values. Depending on how school environments are structured, these implicit messages can either reinforce social inequalities or model positive democratic principles.

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empathy, and develop ethical commitment across progressive internalization levels.

138. (D) Anita Harrow / R.H. Dave
Taxonomical frameworks for the Psychomotor Domain focusing on motor skills, physical coordination, and manipulation were developed by educators such as Anita Harrow and R.H. Dave. Their models structure motor skill development hierarchically from basic perception to naturalized physical performance.

139. (C) Broad, long-term educational intentions, whereas instructional objectives are specific classroom outcomes
Educational goals represent broad, long-term intentions reflecting societal values and policy aspirations. In contrast, instructional objectives are specific, measurable, short-term statements that define expected student behaviors and learning outcomes for specific classroom lessons or instructional units.

140. (D) Evaluating and Creating
Constructing an original solar cooker requires generating a new product ("Creating"), while assessing its heat retention efficiency demands making evidence-based judgments ("Evaluating"). Thus, the objective directly targets the highest cognitive levels of Bloom's Revised Taxonomy.

141. (C) Characterization by Value Complex
Characterization by a value complex represents the highest level of the Affective Domain. At this stage, individuals internalize a consistent system of values that predictably controls their personal behavior, shaping their lifestyle, ethical outlook, and long-term actions.

142. (B) Outcome-based and learner-centered objective formulation
Writing objectives that describe what the student will demonstrate rather than what the teacher will present adheres to outcome-based, learner-centered planning. Focus is placed on observable student learning outcomes, ensuring assessment directly measures student acquisition of skills and understanding.

143. (D) The student will list four factors affecting photosynthesis and explain one in writing
Defining an objective in precise behavioral terms requires specifying observable, measurable student actions. Stating that a student will list four photosynthesis factors and explain one in writing provides clear evaluation criteria, unlike vague terms like "appreciate", "understand", or "become a good citizen".

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144. (A) Content accurately reflects current scientific knowledge and supports learning objectives
Validity in content selection requires that subject matter accurately reflects contemporary scientific facts, established domain theories, and directly supports defined educational objectives. Valid content ensures that students acquire reliable, up-to-date knowledge and meaningful subject understanding.

145. (C) Covers essential concepts and inquiry methods fundamental to the discipline
Content selection based on significance requires choosing concepts, core principles, and inquiry methods essential to an academic discipline. Significant content focuses on foundational ideas that promote deep understanding, cognitive growth, and transfer of learning, rather than trivial details.

146. (C) Learnability / Feasibility
The learnability or feasibility criterion ensures that selected content aligns with the cognitive developmental stage, prior knowledge, and intellectual capabilities of students. Content must be challenging yet accessible, ensuring learners can successfully comprehend and process information without undue cognitive overload.

147. (A) Selection of knowledge and skills that have practical value in real life and future work
The utility criterion emphasizes selecting knowledge, practical skills, and competencies that hold functional value in everyday life, civic participation, and future employment. Prioritizing utilitarian content ensures schooling directly equips students for practical real-world application.

148. (D) I, II, III and IV
Standard criteria for content selection include validity (accuracy), interest (relevance to learners), feasibility (teachability within available resources), and utility (practical usefulness). All four criteria are essential for building a balanced, high-quality, and effective educational curriculum.

64. (D) Subject-Centered Curriculum
Standardized summative testing, formal percentage grading, and rank-ordered assessments align naturally with subject-centered curriculum models. These evaluation methods measure student retention of structured subject content, standard skill proficiency, and theoretical recall against uniform academic benchmarks.

65. (A) Clear organization, ease of sequence planning, and straightforward assessment design
For educational planners, subject-centered design offers structural clarity, straightforward sequence planning, and unambiguous assessment design. Predetermined subject frameworks allow administrative teams to establish standardized learning outcomes, uniform textbook selections, and consistent evaluation criteria across institutions.

66. (D) Subject-centered curriculum
Dividing a school day into fixed, isolated periods dedicated strictly to separate academic subjects like physics, chemistry, math, and literature represents a classic subject-centered curriculum design. Learning is compartmentalized by discipline, relying on textbook progression within dedicated time blocks.

67. (A) The needs, interests, experiences, and growth patterns of the student
Learner-centered curriculum designs place the individual student at the core of educational planning. Selection of learning experiences, pedagogical strategies, and pacing revolves around the learner's developmental stage, cognitive abilities, personal interests, and social growth requirements, fostering self-directed learning.

68. (C) Selected based on learner readiness, needs, and teacher-student planning
In learner-centered frameworks, learning content is selected collaboratively based on student readiness, developmental needs, and joint teacher-student planning. This flexible approach ensures that learning experiences remain meaningful, engaging, and responsive to student inquiry rather than rigidly constrained by external mandates.

69. (D) Flexible, needs-based, interest-based, and collaborative peer grouping
Flexible grouping strategies characterize learner-centered environments. Students are grouped dynamically based on shared learning interests, specific skill needs, project goals, and peer collaboration rather than remaining confined to rigid chronological age placement or permanent ability tracking.

70. (C) Learner-centered curriculum
Designing classroom activity centers where students select tasks across art, reading, science, and math based on individual goals operationalizes a learner-centered curriculum. This practice fosters personal autonomy, choice, intrinsic motivation, and self-regulated exploration within structured learning environments.

71. (D) Interact with content, solve problems, and reflect on their understanding
Active learning within learner-centered pedagogy means students actively engage with instructional content through hands-on experimentation, problem-solving, dialogue, and critical reflection. Instead of passively receiving information from lectures, learners construct personal meaning through interactive inquiry.

72. (C) Continuous and formative assessment integrated with diagnostic feedback
Learner-centered environments rely on continuous formative assessment integrated directly into instructional routines. Ongoing diagnostic feedback helps teachers understand individual learning paths, address specific learning gaps, and adapt instructional support to nurture every student's personal growth.

73. (A) Both A and R are true and R is the correct explanation of A
Learner-centered designs cultivate self-directed learning and intrinsic motivation because granting students agency over their learning choices increases personal ownership of knowledge. When educational experiences align with personal goals and authentic inquiries, student interest and active commitment to learning naturally deepen.

74. (D) Empathic understanding, facilitator warmth, and genuine student-teacher relationships
Carl Rogers' humanistic educational approach emphasizes empathic understanding, facilitator

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professional dialogue empowers teachers, builds pedagogical competence, and fosters personal ownership over new instructional practices.

160. (D) I, II, III and IV
Resource availability, teacher competence, leadership support, and community engagement directly influence curriculum transaction quality. Effective implementation requires harmonizing instructional tools, teacher expertise, administrative guidance, and supportive parental partnerships to create optimal learning environments.

161. (B) Identify operational flaws, assess feasibility, and refine materials based on feedback
Conducting pilot testing or trial implementation in a representative sample of schools allows developers to identify operational flaws, evaluate resource feasibility, gather teacher feedback, and refine instructional materials prior to full-scale regional or national implementation.

162. (A) The degree to which teachers implement the curriculum as originally planned and intended
Fidelity of implementation measures the degree to which teachers execute a curriculum as originally designed by developers. Evaluating implementation fidelity helps researchers determine whether student learning outcomes result directly from the planned curriculum model or from variations in classroom delivery.

163. (A) Teachers and developers adapt the curriculum dynamically to fit the school context
Mutual adaptation acknowledges that successful implementation requires bidirectional flexibility. Teachers and developers continuously adapt the planned curriculum to fit local school contexts, student diversity, and practical classroom constraints, ensuring instructional relevance and institutional feasibility.

164. (D) To support growth, resolve difficulties, and enhance classroom practice quality
Clinical supervision and constructive feedback by school leaders aim to support teacher professional growth, address instructional challenges, and enhance classroom practice. Supportive supervisory feedback fosters reflective teaching, improves pedagogical techniques, and strengthens overall curriculum transaction quality.

165. (A) Both A and R are true and R is the correct explanation of A
Effective implementation depends on providing adequate Teaching-Learning Materials (TLMs) and infrastructure. Even the most thoughtfully designed curriculum frameworks fail to achieve intended learning outcomes if teachers lack necessary instructional tools, physical facilities, and supportive classroom environments.

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166. (C) Collecting data to make value judgments regarding program effectiveness and relevance
Curriculum evaluation is the systematic process of gathering qualitative and quantitative data to make value judgments regarding the effectiveness, efficiency, relevance, and impact of an educational program. Findings guide decisions regarding curriculum continuation, modification, expansion, or replacement.

167. (C) Michael Scriven
Michael Scriven introduced the foundational distinction between Formative and Summative Evaluation in 1967. He defined formative evaluation as assessment conducted during program development to improve execution, and summative evaluation as assessment conducted after completion to judge overall impact.

168. (B) Continuously during development and implementation to guide improvements
Formative evaluation occurs continuously throughout the development and implementation phases of a curriculum. Collecting real-time data on instructional processes, teacher feedback, and student performance enables developers to identify weaknesses early and refine learning materials prior to finalization.

169. (A) Assessing the overall outcomes and impact of a completed curriculum program
Summative curriculum evaluation measures the overall outcomes, effectiveness, and long-term impact of a completed educational program. Conducted at the conclusion of an instructional cycle, summative findings inform policy decisions regarding program continuation, accreditation, or widespread adoption.

170. (B) Formative evaluation
Gathering teacher feedback and classroom observation data during initial trial use to refine workbook activities before final printing is a formative evaluation. The primary purpose is

solving, and analytical skills rather than simple rote recall of theoretical definitions or textbook diagrams.

237. (D) Targeted diagnostic feedback and remediation are provided until mastery is attained
When a student fails to demonstrate mastery on a competency outcome, competency-based education provides targeted diagnostic feedback, differentiated remediation, and additional practice opportunities. Progression is non-punitive, supporting learners continuously until they achieve required competency benchmarks.

238. (A) Specific pedagogical strategies, learning activities, and assessment rubrics
Competency-based Learning Frameworks developed by NCERT and CBSE link each specific competency directly to recommended pedagogical strategies, experiential learning activities, and clear assessment rubrics. This explicit alignment helps teachers design targeted classroom instruction and authentic assessment tasks.

239. (C) Rigid time-based pacing where all students must move to next topics simultaneously
Core characteristics of competency-based learning include transparent outcomes, flexible pacing, and application-oriented rubrics. Rigid time-based pacing where all students move to new topics simultaneously contradicts competency principles, which prioritize mastery attainment over fixed instructional seat time.

240. (B) Competency-based assessment alignment
Returning test items that only demand factual recall and replacing them with items requiring data interpretation, real-world application, and problem-solving demonstrates competency-based assessment alignment. Assessment is shifted toward measuring higher-order cognitive capacities and functional skill application.

241. (A) Trace concept development from basic foundational levels to advanced application
Constructing a Learning Progression Map in competency-based design enables educators to trace conceptual growth systematically from foundational awareness to advanced skill application. Maps provide clear developmental trajectories, helping teachers locate student learning levels, scaffold instruction, and address specific learning gaps effectively.

242. (A) It provides every student with the time and support needed to achieve mastery
Competency-Based Education supports equity because it shifts the focus from fixed instructional time to flexible support systems, ensuring every student receives adequate time, diagnostic feedback, and differentiated assistance needed to achieve core mastery regardless of initial starting points.

243. (A) 21st-century skills and practical vocational skills in academic disciplines
Skill-based curriculum integration emphasizes embedding 21st-century competencies (critical thinking, creativity, communication, collaboration) and practical vocational skills directly into academic subjects. This cross-curricular approach equips students with transferable, real-world abilities alongside theoretical domain knowledge.

244. (A) Social stigma associated with manual labor and vocational education
Under NEP 2020, integrating vocational skills into general school curriculum aims to eliminate the historical social stigma associated with manual labor and vocational tracks. Providing hands-on skill exposure to all students fosters dignity of labor, vocational respect, and broader career awareness.

245. (A) Critical Thinking, Creativity, Collaboration, Communication
The 21st-century Learning Skills, widely known as the 4 Cs, comprise Critical Thinking, Creativity, Collaboration, and Communication. Embedding these core competencies across subject disciplines prepares students to solve complex problems, innovate, work effectively in teams, and communicate clearly in global environments.

246. (A) Decision-making, problem-solving, empathy, and emotional management
According to the World Health Organization (WHO), Life Skills encompass psychosocial competencies including decision-making, problem-solving, critical thinking, effective communication, interpersonal relationships, self-awareness, empathy, coping with emotions, and stress management, supporting overall personal well-being and social adaptability.

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182. (A) It is a linear, objective-driven, deductive model
A defining characteristic of Ralph Tyler's curriculum rationale is that it is a linear, objective-driven, and deductive model. It begins with broad educational objectives and systematically proceeds through experience selection and structural organization to final evaluation of learning outcomes.

183. (B) Curriculum should be designed by teachers starting with the development of grass-roots teaching-learning units
Hilda Taba advocated an inductive, grass-roots approach to curriculum development. She argued that curriculum should be designed by practicing teachers starting with concrete classroom teaching-learning units, which are subsequently field-tested, refined, and generalized into broader institutional frameworks.

184. (A) I → II → III → IV
Hilda Taba's grass-roots model follows a systematic sequence: starting with Diagnosis of needs (I), followed by Formulation of objectives (II), Selection of content (III), and Organization of learning experiences (IV). This teacher-driven process grounds design directly in classroom realities.

185. (A) Both A and R are true and R is the correct explanation of A
Tyler's model is frequently criticized for being overly linear and behavioristic. Critics argue that rigid linear frameworks treat education like a mechanical production system, overlooking the dynamic, spontaneous, and non-linear nature of real classroom interactions and organic learning experiences.

186. (D) Provides a logical, clear, systematic, and easy-to-understand structural framework
Ralph Tyler's curriculum rationale remains highly influential across global education systems because it provides a clear, logical, and systematic framework. Its structured approach simplifies curriculum design, establishing direct alignment between educational aims, instructional activities, and evaluation methods.

187. (A) Determining the extent to which educational objectives have actually been realized
In Tyler's model, evaluation is defined fundamentally as the process of determining the extent to which formulated educational objectives have actually been realized through instruction. Evaluation checks performance against initial goals to measure instructional success and guide program refinement.

188. (C) National Council of Educational Research and Training (NCERT)
The National Council of Educational Research and Training (NCERT) is the apex national organization mandated with formulating National Curriculum Frameworks (NCFs) for school education in India. NCERT conducts educational research, develops exemplar textbooks, and provides policy guidance to central and state authorities.

189. (A) 1975, 1988, 2000
Prior to NCF 2005, NCERT published major National Curriculum Frameworks in 1975 (following the 10+2 pattern recommendation), 1988 (following National Policy on Education 1986), and 2000. Each framework reflected evolving national educational priorities and pedagogical developments.

190. (B) Prof. Yash Pal
The landmark national committee report Learning Without Burden (1993) was chaired by renowned scientist and academician Prof. Yash Pal. The report critically examined curriculum load, academic stress, and rote learning, heavily shaping subsequent formulation of NCF 2005.

191. (A) The burden of non-comprehension and excessive curriculum load from rote learning
The Learning Without Burden (1993) report highlighted that the primary issue in Indian school education was the burden of non-comprehension resulting from fast-paced, content-heavy syllabi that encouraged mechanical rote memorization rather than meaningful understanding and joyful learning.

192. (A) 42nd Constitutional Amendment Act, 1976
The 42nd Constitutional Amendment Act of 1976 moved "Education" from the State List to the Concurrent List in the Indian Constitution. This amendment empowered both Central and State governments to enact legislation, establish educational standards, and formulate curriculum policies collaboratively.

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prioritizes interactive play, storytelling, conversation, and multi-sensory activities that match young children's natural developmental needs and physical readiness.

215. (B) Mother tongue / Home language / Local language
NCF-FS 2022 strongly recommends that the primary medium of instruction during the foundational stage must be the child's mother tongue, home language, or local language. Early instruction in a familiar language promotes cognitive clarity, emotional security, active participation, and smoother literacy acquisition.

216. (D) Play-based materials including toys, puzzles, puppets, storybooks, and flashcards
In NCF-FS 2022, "Jaadui Pitara" (Magic Box) refers to a curated collection of play-based teaching-learning materials, including local toys, puzzles, puppets, picture storybooks, games, and flashcards designed to make foundational learning engaging, experiential, and joyful for young children.

217. (A) Both A and R are true and R is the correct explanation of A
NCF-FS 2022 mandates that early childhood evaluation must be informal, continuous, and observational. Formal written examinations and numerical grading create unnecessary anxiety and trauma in young children, impeding natural curiosity, self-confidence, and healthy socio-emotional development during early learning stages.

218. (B) Class 3
Foundational Literacy and Numeracy (FLN) targets under NCF-FS 2022 and NIPUN Bharat aim to ensure that every child attains essential reading, writing, and basic mathematical skills by the end of Class 3, establishing the foundational gateway for all future formal learning.

219. (B) Physical Development
In NCF-FS 2022, physical development corresponds to Annamaya Kosa (the physical body sheath). It focuses on developing gross and fine motor skills, physical strength, sensory perception, hand-eye coordination, balance, bodily awareness, and habits of personal hygiene and healthy living in young children.

220. (B) I, II and IV only
Storytelling, outdoor play, and creative art align directly with NCF-FS 2022 play-based principles. Mechanical rote memorization of multiplication tables up to 30 is developmentally inappropriate for foundational children, making options one, two, and four the correct pedagogical practices.

221. (A) 5+3+3+4
NEP 2020 replaces the traditional 10+2 structure with a 5+3+3+4 school design covering ages 3 to 18. This model comprises 5 years of Foundational Stage, 3 years of Preparatory Stage, 3 years of Middle Stage, and 4 years of Secondary Stage.

222. (A) P-2, Q-3, R-4, S-1
Matching NEP 2020 school stages with class levels: Foundational Stage corresponds to Nursery/Pre-school through Class 2 (P-2); Preparatory Stage spans Classes 3 to 5 (Q-3); Middle Stage covers Classes 6 to 8 (R-4); and Secondary Stage encompasses Classes 9 to 12 (S-1).

223. (D) High flexibility and multidisciplinary subject choices without rigid stream separation
A major secondary curriculum reform highlight in NEP 2020 is providing high flexibility and multidisciplinary subject choices without rigid boundaries between Science, Commerce, and Humanities. Students can choose combinations across creative arts, sciences, humanities, and vocational subjects based on personal interest.

224. (A) Middle Stage (Classes 6 to 8)
NEP 2020 mandates integrating vocational exposure and practical hands-on skill experiences starting from the Middle Stage (Classes 6 to 8). Students engage in local vocational crafts like carpentry, electric work, pottery, and gardening to build practical life skills and eliminate manual labor stigma.

225. (B) Academic year 2026-27
Under NEP 2020 and the NIPUN Bharat Mission, the target timeline for achieving universal Foundational Literacy and Numeracy (FLN) across primary schools in India is the academic year 2026-27, ensuring every child acquires foundational reading and math competencies by Class 3.

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204. (A) Moving from computational skills to mathematization of thinking and logical reasoning
NCF 2005 advocates shifting mathematics pedagogy from mechanical computation and formula memorization toward the mathematization of student thinking. Mathematics education should build logical reasoning, abstraction, problem-solving, and spatial understanding, making the subject accessible and enjoyable for all learners.

205. (A) Both A and R are true and R is the correct explanation of A
NCF 2005 recommends examination reforms focused on assessing conceptual understanding and problem-solving rather than factual recall. High-stakes tests emphasizing memory encourage rote learning, create severe academic stress, and fail to measure authentic intellectual capability and critical skill application.

206. (B) Promote critical perspective-taking, constitutional values, and gender sensitivity
NCF 2005 emphasizes that Social Science instruction should cultivate critical perspective-taking, constitutional values, civic responsibility, and gender sensitivity. Rather than requiring simple recall of historical dates, social sciences should analyze contemporary socio-economic realities and promote inclusive, democratic citizenship.

207. (C) Integrated as core curricular areas essential for holistic child development
NCF 2005 asserts that Art Education, Health and Physical Education, and Work Education must be treated as core curricular areas rather than peripheral extra-curricular activities. These subjects are essential for nurturing emotional expression, physical well-being, practical life skills, and overall character development.

208. (D) Categorizing children into fixed academic labels such as “slow learners” or “dull”
Aligning school culture with NCF 2005 requires eliminating harmful practices like labeling students as “slow learners” or “dull”. Such negative categorization damages self-esteem, creates academic stigma, and violates constructivist principles that recognize every child’s unique developmental pace and learning potential.

209. (D) One of many pedagogical media that opens spaces for child inquiry and active interaction
NCF 2005 redefines textbooks as dynamic learning resources rather than sole authorities on knowledge. Textbooks should offer open-ended spaces that encourage child inquiry, exploration, critical thinking, and interaction with local environmental contexts, complementing diverse teaching-learning materials in the classroom.

210. (B) Ages 3 to 8 years
The National Curriculum Framework for Foundational Stage (NCF-FS) 2022 is specifically designed for children aged 3 to 8 years. This critical developmental period covers early childhood care and education (ECCE) through the early primary school years (Classes 1 and 2).

211. (A) 3 years of Anganwadi/Pre-school + 2 years of Primary School (Classes 1 & 2)
Under the 5+3+3+4 structure of NEP 2020, NCF-FS 2022 covers the 5-year Foundational Stage. This stage integrates 3 years of early childhood education in Anganwadis or pre-schools with 2 years of formal primary schooling in Classes 1 and 2.

212. (B) Play-based and activity-based pedagogy
NCF-FS 2022 establishes play-based, activity-based, and inquiry-driven pedagogy as the core strategy for foundational learning. Young children learn naturally through free play, games, storytelling, music, art, and manipulative objects, developing cognitive, physical, and socio-emotional capacities seamlessly without formal stress.

213. (C) Annamaya, Pranamaya, Manomaya, Vijnanamaya, and Anandamaya Kosas
NCF-FS 2022 incorporates the traditional Indian framework of Pancha Kosa (five sheaths) for holistic development: Annamaya (physical body), Pranamaya (life energy/health), Manomaya (mind/emotions), Vijnanamaya (intellect/cognition), and Anandamaya (inner joy/transcendental experience). This holistic model guides early childhood development.

214. (D) Pedagogically inappropriate; foundational learning must prioritize play and stories
Forcing 4-year-old children to sit silently for extended periods copying letters from a board is pedagogically inappropriate. Foundational pedagogy under NCF-FS 2022 explicitly

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diagnostic improvement of instructional tools while development is actively underway.

171. (C) Context, Input, Process, and Product
The CIPP Evaluation Model, developed by Daniel Stufflebeam, stands for Context, Input, Process, and Product. This comprehensive framework evaluates environment needs (Context), available resources (Input), implementation quality (Process), and actual educational outcomes (Product) to guide decision-making.

172. (B) Input Evaluation
Assessing available resources, staffing qualifications, instructional materials, facility infrastructure, and budget allocations corresponds to Input Evaluation within the CIPP model. It evaluates whether system inputs are sufficient and appropriately deployed to meet planned program objectives.

173. (C) Process Evaluation
Process Evaluation in the CIPP model examines ongoing classroom transaction, instructional fidelity, and operational challenges. It monitors daily implementation activities to provide continuous feedback, ensure alignment with planned procedures, and assist educators in making immediate operational adjustments.

174. (B) Antecedents, Transactions, and Outcomes
Robert Stake's Countenance Model organizes evaluation data into three distinct phases: Antecedents (conditions existing prior to instruction), Transactions (dynamic classroom interactions and learning activities), and Outcomes (actual student achievements, attitudes, and educational impacts).

175. (A) Both A and R are true and R is the correct explanation of A
Comprehensive curriculum evaluation requires both qualitative and quantitative approaches. Quantitative test scores provide objective evidence of achievement levels, while qualitative surveys and observations explain underlying classroom dynamics, user experiences, and context-specific implementation factors.

176. (A) Deciding whether to continue, modify, expand, or terminate specific curriculum components
The primary administrative outcome of rigorous curriculum evaluation is providing evidence-based insights to guide decision-making. Educational authorities analyze evaluation findings to decide whether to continue, modify, expand, or terminate specific curriculum components, ensuring continuous system improvement.

177. (A) Basic Principles of Curriculum and Instruction
Ralph Tyler presented his classical curriculum rationale in his 1949 seminal text, Basic Principles of Curriculum and Instruction. This foundational book outlined a systematic, linear approach to curriculum development structured around objectives, learning experiences, organization, and evaluation.

178. (B) What educational purposes should the school seek to attain?
The first fundamental question in Ralph Tyler's model is identifying the educational purposes or objectives that the school should seek to attain. Defining clear objectives establishes the necessary basis for selecting content, organizing learning experiences, and designing valid assessment frameworks.

179. (A) $2 \rightarrow 4 \rightarrow 1 \rightarrow 3$
Ralph Tyler's model follows a clear four-step sequential order: first, determining educational objectives (2); second, selecting learning experiences (4); third, organizing learning experiences (1); and fourth, evaluating the effectiveness of learning experiences (3).

180. (B) The Learner, Contemporary Life outside school, and Subject Specialists
Ralph Tyler identified three primary sources for deriving tentative educational objectives: studying the learner (needs and interests), analyzing contemporary life outside school (societal demands), and consulting subject specialists (discipline knowledge). Synthesizing these sources ensures balanced, well-rounded curriculum aims.

181. (A) Educational Philosophy and Psychology of Learning
In Tyler's model, tentative objectives are filtered through two critical screens: Educational Philosophy (institutional values and societal aims) and Psychology of Learning (developmental feasibility and learning theory). This screening eliminates contradictory or developmentally inappropriate goals.

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226. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 proposes establishing PARAKH as a National Assessment Centre to set uniform standards, norms, and guidelines for student evaluation across all recognized school boards in India, transforming assessment into a tool for supporting holistic development and learning growth.

227. (C) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
In NEP 2020, the acronym PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. PARAKH operates as a national assessment body guiding standard evaluation frameworks, competency benchmarks, and student learning outcome studies across Indian educational boards.

228. (D) Testing core capacities rather than rote memorization, with exams twice a year
NEP 2020 recommends reforming Board Examinations for Classes 10 and 12 to test core capacities, higher-order thinking, and conceptual application rather than rote memorization. Examinations will become lower-stakes and offer flexible options, including holding board exams twice a year.

229. (A) Cognitive, Affective, and Psychomotor domains
The 360-degree Holistic Progress Card recommended by NEP 2020 integrates multidimensional evaluations encompassing Cognitive, Affective, and Psychomotor learning domains. It incorporates self-assessment, peer-assessment, teacher observations, and practical performance indicators to capture a student's comprehensive development.

230. (B) 50 hours
NEP 2020 mandates that teachers and school principals participate in at least 50 hours of Continuous Professional Development (CPD) annually. CPD modules cover modern pedagogy, competency-based instruction, foundational literacy strategies, digital technology integration, and inclusive educational practices.

231. (B) I, II and III only
NEP 2020 highlights include 360-degree holistic progress cards, content reduction to core essentials, and emphasis on inquiry-based experiential learning. Retaining rigid divisions between curricular and extra-curricular activities contradicts NEP principles, which advocate total integration, making options one, two, and three correct.

232. (A) What students know (factual recall) to what students can do (application of skills)
Competency-Based Education (CBE) shifts educational focus from mere factual recall ("what students know") to practical skill application ("what students can do"). Learning environments prioritize demonstrated mastery of specific real-world skills, problem-solving, and critical thinking over passive content accumulation.

233. (C) Demonstrated mastery of learning outcomes at the learner's own pace
In a competency-based framework, student progression is determined by demonstrated mastery of explicitly defined learning outcomes at the individual's own pace. Pacing is flexible, allowing learners adequate time, targeted practice, and diagnostic support required to achieve mastery benchmarks before advancing.

234. (D) An explicit, observable, and measurable statement of what a student should know and do
In Competency-Based Education, a Learning Outcome is an explicit, observable, and measurable statement defining what a student should know, understand, and demonstrate at the completion of an instructional unit. Clear outcomes provide objective criteria for pedagogical planning and learning evaluation.

235. (A) Both A and R are true and R is the correct explanation of A
Competency-based curriculum relies on criterion-referenced assessment rather than norm-referenced grading. Criterion-referenced evaluation measures student performance against predefined mastery benchmarks rather than ranking students relative to peers, ensuring every learner achieves functional competency regardless of peer performance.

236. (C) Tasking students to design an experiment testing friction and analyzing data
Designing an experiment to test friction and analyzing empirical data exemplifies a competency-based assessment task. This application-oriented performance task evaluates practical scientific inquiry, critical problem-

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193. (C) History of India's freedom movement and Constitutional obligations
The National Policy on Education (NPE) 1986 mandated a Common Core Curriculum across all states. Core elements included the history of India's freedom movement, constitutional obligations, national identity, gender equality, environmental protection, and cultivation of a scientific temper.

194. (A) Shift from Behaviorism to Constructivism
The evolution of modern Indian National Curriculum Frameworks was driven by a paradigm shift from behaviorist transmission models to constructivist learning perspectives. Constructivism positions children as active constructors of knowledge, emphasizing experiential inquiry, meaning-making, and learner-centered pedagogical strategies.

195. (A) Both A and R are true and R is the correct explanation of A
National Curriculum Frameworks issued by NCERT serve as non-binding advisory guidelines for states. Because education resides on the Concurrent List, individual state authorities possess constitutional flexibility to adapt framework principles to reflect regional languages, local geography, and cultural contexts.

196. (A) 10+2+3 structure
The Kothari Commission (1964-66) recommended the uniform 10+2+3 organizational structure for education in India, comprising 10 years of general education, 2 years of higher secondary education, and 3 years of tertiary degree education. This framework governed national policy for decades.

197. (C) From rigid content-heavy subject delivery toward child-centered constructivist learning
The historical evolution of Indian curriculum frameworks demonstrates a consistent shift away from rigid, content-heavy subject transmission toward child-centered, constructivist learning models. Recent frameworks prioritize conceptual understanding, critical thinking, flexible assessment, and joyful, stress-free educational environments.

198. (A) Advisory role to Ministry of Education for maintaining standards in school education
NCERT formulates and publishes National Curriculum Frameworks under its statutory mandate as an apex advisory body to the Union Ministry of Education. It provides academic guidance, research support, and quality benchmarks for improving school education standards across the nation.

199. (B) 5
NCF 2005 is anchored by five fundamental Guiding Principles. These principles provide structural direction for curriculum revision, pedagogical transformation, systemic assessment reforms, and institutional climate enhancement across primary and secondary educational levels in India.

200. (D) I, II, III and IV
All four listed statements represent official Guiding Principles of NCF 2005: connecting knowledge to life outside school, shifting away from rote learning, enriching curriculum beyond textbooks, and making examinations more flexible and integrated into daily classroom life. These principles together promote holistic, meaningful child development.

201. (A) Nurturing an overriding identity informed by caring concerns within democratic polity
The fifth guiding principle of NCF 2005 focuses on nurturing an overriding national identity informed by caring concerns within a democratic polity. It stresses instilling constitutional values, social responsibility, mutual respect, civic integrity, and commitment to human rights among young citizens.

202. (C) Constructivist approach where children are active constructors of knowledge
NCF 2005 strongly advocates a constructivist pedagogical approach across all subject domains. In this framework, children are recognized as active constructors of knowledge who build understanding by exploring environments, asking questions, collaborating with peers, and connecting new experiences to prior knowledge.

203. (B) Three-language formula with primary education in the mother tongue / home language
Regarding language education, NCF 2005 reaffirms the Three-Language Formula and strongly advocates primary education in the mother tongue or home language. Respecting linguistic diversity enhances cognitive development, reading comprehension, emotional confidence, and smooth transition to additional languages.

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247. (B) 10 days engaging in hands-on learning with local vocational experts
The "Bagless Days" initiative in NEP 2020 mandates 10 bagless days for students in Grades 6 to 8 during which they engage in hands-on learning with local vocational experts, such as carpenters, artisans, gardeners, and potters, building practical skill awareness.

248. (A) Both A and R are true and R is the correct explanation of A
Skill-based curriculum integration enhances student employability and socio-economic adaptability because modern economies require workforce members who possess flexible problem-solving, digital literacy, and interpersonal skills alongside academic knowledge, making education directly responsive to evolving career realities.

249. (B) Project-Based Learning (PBL) and experiential inquiry
Project-Based Learning (PBL) and experiential inquiry are highly effective for embedding skill-based learning into academic disciplines. Through real-world project tasks, students actively apply subject knowledge, investigate authentic problems, collaborate with peers, and develop critical 21st-century life skills.

250. (C) Cross-curricular skill integration
Integrating a module on "Digital Citizenship and Cyber Safety" into computer science and social studies classes with real-life case assessments represents cross-curricular skill integration. Relevant practical life skills are embedded across disciplines to build comprehensive digital safety and ethical responsibility.

251. (D) National Skills Qualifications Framework (NSQF)
The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels based on knowledge, skills, and aptitude. NSQF facilitates seamless integration of vocational education with general education standards across Indian secondary schools and higher educational institutions.

252. (B) Teach practical budgeting, interest calculations, and financial decision-making
Integrating financial literacy skills into middle school mathematics aims to teach practical budgeting, interest calculations, consumer awareness, and responsible financial decision-making. Grounding mathematical concepts in real-world financial scenarios builds functional life skills and economic literacy in students.

253. (C) Performance tasks, portfolio assessment, and real-world demonstrations
Skill-based curriculum integration requires evaluation methods prioritizing performance tasks, student portfolios, practical demonstrations, and rubric-based observations. These authentic assessment approaches evaluate real-world skill execution and problem-solving capacities far more effectively than traditional factual recall written examinations.

254. (D) Developing moral consciousness, ethical reflection, and civic responsibility
The primary objective of Value Education in school curriculum is cultivating moral consciousness, ethical reflection, empathy, human values, and civic responsibility. It prepares students to make principled moral choices, respect social diversity, and contribute positively to democratic community life.

255. (A) Integrated across subjects, co-curricular activities, and school culture
According to modern policy frameworks (NCF 2005 / NEP 2020), Value Education should not be confined to isolated lectures. Instead, values are integrated across subject disciplines, co-curricular activities, teacher modeling, and overall institutional ethos, fostering organic character development through lived experiences.

256. (B) Justice, Liberty, Equality, Fraternity, and Secularism
Value education in Indian public schools is anchored in the fundamental constitutional values of Justice, Liberty, Equality, Fraternity, Secularism, and Human Dignity. These core values guide students in developing democratic citizenship, social responsibility, mutual respect, and commitment to constitutional principles.

257. (A) Both A and R are true and R is the correct explanation of A
Value education cannot be imparted solely through direct verbal instruction; it is absorbed primarily through the institutional environment. Children absorb ethical behaviors by observing teacher role models, experiencing school justice, and participating in an inclusive, respectful daily school culture.

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258. (C) Analyzing and debating open-ended moral dilemmas and socio-ethical case studies
Analyzing and debating open-ended moral dilemmas and socio-ethical case studies is highly effective for developing moral reasoning. Derived from Kohlbergian cognitive developmental theory, discussing complex ethical scenarios encourages students to evaluate perspectives, examine principles, and refine personal moral judgment.

259. (D) Skills for non-violent conflict resolution, empathy, and understanding
Peace Education equips students with essential skills for non-violent conflict resolution, active listening, empathy, intercultural understanding, and emotional regulation. It fosters an institutional culture of harmony, mutual respect, and dialogue, preparing learners to resolve personal and social conflicts peacefully.

260. (B) I, II and III only
Components of Value Education in Indian public schools include constitutional values, environmental stewardship, gender sensitivity, and respect for diversity. Mandatory preaching of specific sectarian religious doctrines is constitutionally prohibited in secular public institutions, making options one, two, and three correct.

261. (A) Implement collaborative service projects, peer mediation, and empathy building
Addressing peer bullying effectively requires implementing collaborative service projects, peer mediation programs, socio-emotional learning, and structured empathy building. These proactive strategies transform school climate by fostering positive social bonds, mutual respect, and cooperative behavior among student peer groups.

262. (B) Responsible online behavior, digital empathy, and cyberbullying prevention
In the context of technology, Digital Ethics teaches students responsible online behavior, digital empathy, privacy protection, respectful communication, and cyberbullying prevention. It equips learners to navigate digital environments safely, critically, and ethically while maintaining social respect online.

263. (C) Systematic observation of student socio-emotional behaviors and interactions
Value education assessment is evaluated most effectively through systematic observation of student socio-emotional behaviors, peer interactions, collaborative attitudes, and real-life problem solving. Qualitative rubrics and anecdotal records capture internal value internalization better than paper-pencil recall tests.

264. (D) Embedded value education and character building
Incorporating inspirational stories, biographies of national figures, and traditional folk tales into language textbooks serves as a primary vehicle for embedded value education and character building. These narratives convey universal ethical themes, cultural heritage, empathy, and moral reflections naturally within language learning.

265. (A) Integrated across school curriculum stages, combining classroom learning with action
Following Supreme Court directives and NCERT guidelines, Environmental Education (EE) is mandatory and integrated across all stages of school education. EE combines classroom concept study with hands-on environmental action, field studies, and eco-club projects to foster active environmental responsibility.

266. (B) Science, Social Studies, and Environmental Education
In primary school (Classes 3 to 5), Environmental Studies (EVS) is structured as an integrated subject area that combines basic concepts from Science, Social Studies, and Environmental Education. This holistic design helps young children understand their physical and socio-cultural environments in a unified manner.

267. (B) Learning ABOUT, THROUGH/IN, and FOR the environment
The three operational pillars of Environmental Education are: Learning ABOUT the environment (acquiring ecological knowledge), Learning THROUGH/IN the environment (using nature as a direct learning lab), and Learning FOR the environment (taking positive action for environmental protection and sustainability).

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268. (C) Students auditing waste generation and creating an active composting program
Auditing school waste generation and establishing an active composting program operationalizes "Learning FOR the environment". This hands-on action goes beyond passive theoretical knowledge, engaging students directly in active environmental conservation, waste reduction, and practical stewardship within their school community.

269. (D) I, II, III and IV
Official goals of Environmental Education include building environmental awareness (I), developing ecological knowledge (II), fostering concern and attitudes for preservation (III), and equipping students with practical problem-solving skills (IV). All four components are essential for comprehensive environmental stewardship.

270. (C) Hands-on environmental protection activities, plantation drives, and projects
The primary function of an institutional Eco-Club is engaging students in practical environmental protection activities, tree plantation drives, waste management projects, and local conservation awareness campaigns. Eco-clubs translate environmental theory into active, hands-on community and school action.

271. (A) Both A and R are true and R is the correct explanation of A
Environmental education must extend beyond theoretical textbook descriptions to foster actionable stewardship values. Abstract environmental awareness without concrete field experience fails to generate genuine environmental responsibility, eco-friendly habits, and sustained behavioral modifications among students.

272. (C) Around child-centric, familiar real-life themes connecting immediate surroundings
In primary EVS (Classes 3 to 5), content is organized around child-centric real-life themes such as Family and Friends, Food, Water, Shelter, Travel, and Things We Make and Do. Connecting learning to immediate familiar surroundings supports intuitive, contextual, and holistic understanding.

273. (C) Climate change, biodiversity loss, resource depletion, and socio-economic inequality
Education for Sustainable Development (ESD) prepares secondary students to understand and address complex global challenges including climate change, biodiversity loss, natural resource depletion, and socio-economic inequalities. ESD promotes critical thinking, systems thinking, and actionable solutions for sustainable living.

274. (B) Building awareness, emergency preparedness, and resilience during disasters
Disaster management education embedded within social science and science curricula serves to build student awareness, emergency preparedness, safety protocol understanding, and community resilience. Conducting safety drills and hazard mapping equips learners to respond effectively during natural and man-made emergencies.

275. (B) Local community environment field survey and biodiversity mapping
Conducting local community field surveys and biodiversity mapping is an exceptionally effective technique for teaching ecological concepts. Direct environmental exploration allows students to observe ecosystem interactions firsthand, collect empirical data, analyze environmental challenges, and connect scientific theories with local realities.

276. (C) Integral components of total curriculum fostering holistic student growth
Modern educational philosophy views Co-Curricular Activities (CCAs) as integral components of the total school curriculum rather than optional extras. CCAs work parallel to academic subjects, fostering holistic student development across physical, socio-emotional, creative, and leadership domains.

277. (C) To reflect that activities parallel and support the core academic curriculum
The term "Extra-Curricular" was replaced by "Co-Curricular" to emphasize that sports, arts, debates, and social service activities run parallel to and support the core academic curriculum. Co-curricular activities are recognized as essential pedagogical tools for balanced personality and skill development.

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(C) A projected three-dimensional dynamic hologram display of continuous sequential diagrams
(D) A rigid metallic display board that holds permanent magnetic cut-out pieces and letters

23. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Information and Communication Technology (ICT) integration in secondary school pedagogy shifts the instructional paradigm from teacher-centric transmission to learner-centric construction of knowledge.
Reason (R): ICT tools afford interactive, exploratory, collaborative, and self-paced learning environments that empower students to process information actively.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. Which of the following is NOT an inherent pedagogical benefit of integrating ICT tools into classroom teaching?
(A) Providing instant seamless access to diverse, updated digital educational learning resources
(B) Facilitating personalized, adaptive, and differentiated learning pathways for diverse learners
(C) Enabling virtual interactive visualization of abstract, microscopic, or macroscopic phenomena
(D) Automatically eliminating the need for lesson planning, reflection, and teacher intervention

25. An Interactive Whiteboard (IWB) combines the features of a digital computer, a projector, and a touch-sensitive display surface. Consider the following capabilities:
I. Annotating over digital content in real-time and saving modified files for distribution.
II. Direct touch or stylus manipulation of software applications on the board surface.
III. Physical conversion of printed paper documents into physical 3D objects automatically.
Which of the capabilities given above distinguish an IWB from a standard projected screen?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. In an ICT-enabled classroom, a teacher uses software to record their voice and screen actions while solving a complex algebraic equation, creating a digital video lesson for student revision. This created digital output is known as a:
(A) Webcast
(B) Podcast
(C) Screencast
(D) Mind Map

27. What is the expanded form and primary purpose of DIKSHA, an initiative launched by the Ministry of Education?
(A) Direct Information for Knowledge and Skill Advancement - An online portal for national university recruitment
(B) Digital India Knowledge and Skill Harnessing Agency - A central software development scheme for IT engineers
(C) Departmental Infrastructure for Knowledge and School Administration - An accounting software for school funds
(D) Digital Infrastructure for Knowledge Sharing - A national digital platform for teachers and students

28. Under the DIKSHA platform, QR codes printed in textbooks are known as Energized Textbooks (ETBs). Scanning these QR codes enables students and teachers to:
(A) Access linked digital resources like explanations, activities, videos, and worksheets for the topic
(B) Download official answer keys and solution guides for competitive national examinations directly
(C) Register official profiles for government employment opportunity updates and civil service portals
(D) Pay term school tuition fees and institutional administrative charges electronically through payment gateways

29. SWAYAM is an educational initiative designed to achieve three cardinal principles of Education Policy. What are these three principles?

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suitably adapted to meet the diverse academic and physical needs of every learner.

289. (D) Accommodation changes HOW a student learns; Modification changes WHAT is learned
A fundamental distinction in special education is that Accommodation changes HOW a student accesses instruction or demonstrates learning (e.g., extra time, braille), whereas Modification changes WHAT is being taught by adjusting learning standards or content complexity for the student.

290. (A) Providing large-print or tactile diagrams while keeping learning concepts identical
Providing large-print text or tactile diagrams for a student with low vision in science class while maintaining identical learning concepts exemplifies an instructional accommodation. It changes the presentation format to ensure physical accessibility without altering core academic standards or content complexity.

291. (B) A customized educational plan detailing goals, accommodations, and support
An Individualized Education Program (IEP) is a comprehensive, written educational plan tailored for a specific child with special needs. Developed collaboratively by teachers, special educators, therapists, and parents, it outlines specific learning goals, required accommodations, specialized support services, and evaluation timelines.

292. (B) I, II and III only
Valid inclusive adaptations include extra exam time and scribes (I), multi-sensory teaching tools (II), and step-by-step visual prompts (III). Permanently excusing CWSN from all learning expectations contradicts inclusive principles, which advocate supportive accommodations rather than academic exclusion, making options one, two, and three correct.

293. (C) Multiple means of Engagement, Representation, and Action/Expression
Universal Design for Learning (UDL) rests on three core principles: providing Multiple means of Engagement (motivating learners), Multiple means of Representation (presenting information in varied ways), and Multiple means of Action and Expression (offering flexible ways for students to demonstrate mastery).

294. (A) Both A and R are true and R is the correct explanation of A
Inclusive pedagogy benefits all classroom learners, not only Children with Special Needs. Employing differentiated instruction and multi-sensory teaching strategies caters to varied learning styles, diverse intelligence profiles, and individual pacing differences across the entire student population, enhancing overall learning quality.

295. (D) I, II, III and IV
Differentiated instruction allows educators to adapt Content (what is learned), Process (how concepts are taught), Product (how mastery is demonstrated), and Environment (physical and emotional learning setting). Modifying all four elements accommodates diverse student readiness, learning styles, and personal interests.

296. (C) Reasonable Accommodation under inclusive pedagogical practices
Providing text-to-speech audio software and allowing oral assessment responses for a student with Dyslexia exemplifies Reasonable Accommodation under inclusive pedagogy. These adaptations remove reading barriers, enabling the student to demonstrate history knowledge without altering underlying academic standards.

297. (A) Promote social integration, peer support, empathy, and collaborative knowledge building
Peer-tutoring and cooperative learning groups in inclusive classrooms promote social integration, peer empathy, mutual support, and collaborative knowledge construction. Working together allows diverse learners to share perspectives, assist peers, build social confidence, and deepen conceptual understanding collectively.

298. (B) Special Educators, Speech Therapists, Occupational Therapists, and Counselors
Implementing an inclusive curriculum effectively for severe CWSN requires coordinating multi-disciplinary professional teams, including Special Educators, Speech Therapists, Occupational Therapists, Physical Therapists, and School Counselors. These specialists provide targeted interventions and support classroom teachers in adapting instruction.

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furniture and building infrastructure.

Which of the features given above are key features of a Learning Management System (LMS) such as Moodle or Google Classroom?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

37. When a Principal evaluates a teacher's lesson plan, which criterion should be given HIGHEST priority when selecting instructional aids for a specific teaching-learning objective?

(A) The monetary market cost, aesthetic design, and visual elegance of the instructional aid
(B) Alignment with specific learning outcomes, student development, and pedagogical relevance
(C) Maximum utilization of high-end digital electronics regardless of actual concept complexity
(D) Availability of pre-recorded commercial advertisements on the specific teaching tool

38. The term "Digital Divide" in the context of educational technology integration refers to:

(A) The institutional gap between traditional teachers writing on blackboards and those using digital whiteboards
(B) The technical difference in processing speed between modern computer processors and legacy computer processors
(C) The administrative distinction between teaching staff and non-teaching office staff in school records
(D) Disparities in access to digital devices, internet connectivity, and digital skills among students

39. Which teacher capacity-building program was launched nationwide by the Ministry of Education to train school teachers and headmasters in holistic, integrated, and technology-driven pedagogical practices?

(A) SPARSH (System for Pension Administration Raksha)
(B) PM-SHRI (PM Schools for Rising India)
(C) NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)
(D) IMPRESS (Impactful Policy Research in Social Science Scheme)

40. According to the TPACK (Technological Pedagogical Content Knowledge) framework proposed by Mishra and Koehler, effective technology integration in teaching requires an intersection of which three core domains of knowledge?

(A) Theoretical Knowledge, Practical Knowledge, Administrative Knowledge
(B) Textual Knowledge, Psychological Knowledge, Computer Knowledge
(C) Tactical Knowledge, Philosophical Knowledge, Assessment Knowledge
(D) Technological Knowledge, Pedagogical Knowledge, Content Knowledge

41. A teacher uses a dynamic geometry software program (such as GeoGebra) in Class X to allow students to drag vertices of triangles and visually verify that the sum of interior angles remains 180 degrees. This instructional strategy represents:

(A) Rote visual memorization of geometric rules
(B) Technology-enabled inquiry and discovery learning
(C) Passive teacher-directed instructional delivery
(D) Administrative diagnostic testing procedure

42. Which of the following instructional aids is categorized as a "projected audio-visual aid"?

(A) Silent Slide Projector display without sound track
(B) Flannel Board equipped with paper visual cutouts
(C) Traditional Sound Radio Broadcast transmission
(D) Educational Sound Film / Digital Video Output

43. When designing visual teaching aids like wall charts or PowerPoint slides for a large secondary classroom, which typographic and layout principle is recommended to ensure optimal perceptual ergonomics?

(A) High background text contrast, legibility from the back row, and minimal cognitive clutter
(B) Using multiple decorative handwriting fonts in small sizes to fit maximum text on one single slide
(C) Using low contrast soft colors like yellow text on a white background to avoid overly sharp visuals
(D) Placing dense text blocks vertically across screen edges to maximize remaining visual graphic space

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CHAPTER 05

Instructional Aids and Educational Technology

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1. In pedagogical theory, which of the following best defines the primary instructional function of teaching-learning materials (TLMs) in a secondary classroom?
(A) To replace the verbal exposition of the teacher and ensure standardized delivery of curriculum content
(B) To serve as sensory bridges that reduce abstract concepts to concrete, experiential mental representations
(C) To maintain classroom discipline by engaging students in passive observation during instructional hours
(D) To fulfill statutory compliance mandates prescribed by school inspection and accreditation authorities

2. Consider the following statements regarding Edgar Dale's Cone of Experience, which categorizes learning experiences along a continuum from direct to abstract:
I. Direct Purposeful Experiences
II. Contrived Experiences (Models/Mock-ups)
III. Motion Pictures / Video Recordings
IV. Visual Symbols (Diagrams/Charts)
V. Verbal Symbols (Text/Words)
Which of the following options places these instructional aids in the correct order from most direct to most abstract?
(A) I, II, III, IV, V
(B) V, IV, III, II, I
(C) II, I, IV, III, V
(D) I, III, II, V, IV

3. Under guidelines for digital education, the central objective of integrating digital and audio-visual instructional aids in public schools is to:
(A) Phase out traditional physical textbooks entirely across public schools by replacing them with screens
(B) Reduce the overall required sanction of regular teaching staff positions in secondary government schools
(C) Provide equitable, inclusive, and high-quality education by bridging pedagogical gaps via technology
(D) Outsource everyday classroom instruction completely to private educational technology service providers

4. Which of the following educational devices is strictly classified as a pure audio teaching aid?
(A) Silent Filmstrip Projector Device
(B) Standalone Interactive Whiteboard
(C) Opaque Epidiascope Visual Projector
(D) Digital Podcast Player / Audio CD

5. A Principal observed a teacher using an Audio Tape/Podcast recording of an eminent scientist's speech during a Class IX Physics lesson. Which pedagogical rationale best supports the inclusion of pure audio aids in science education?
(A) Audio aids eliminate the necessity of conducting formative visual assessments during science lessons
(B) Audio recordings automatically guarantee significantly higher cognitive retention than lab experiments
(C) Listening activities develop auditory discrimination, focused attention, and imaginative conceptualization
(D) Audio tools require zero pre-planning, context setting, or post-listening evaluation by the instructor

6. Consider the following statements regarding the selection and use of visual teaching aids:
I. Visual aids assist in overcoming the limitations of classroom space and time by bringing distant phenomena into the classroom.
II. Visual aids are effective only for students identified as visual learners and have no utility for other learning styles.
III. The primary cognitive mechanism of visual aids is facilitating dual-coding of information in working memory.

Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

7. A visual aid that projects an enlarged, opaque physical image (such as a page from a book or a physical specimen) onto a screen using mirrors and lenses without requiring transparent slides is known as a/an:
(A) Transparent Overhead Projector
(B) Photographic Slide Projector
(C) Microscopic Slide Projector
(D) Epidiascope (Opaque Projector)

8. Which of the following is classified as a three-dimensional non-projected visual teaching aid?
(A) Diorama
(B) Wall Chart
(C) Poster
(D) Transparencies

9. In the context of instructional classification, which set contains ONLY non-projected visual aids?
(A) Slides, Filmstrips, Overhead Transparencies, Smartboards
(B) Television, Document Camera, Podcasts, Puppets
(C) Models, Flashcards, Charts, Maps
(D) Interactive Whiteboard, Epidiascope, Charts, Globes

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Audio-visual aids create a multi-sensory learning environment that enhances conceptual retention and reduces verbalism in classroom teaching.
Reason (R): Multi-sensory inputs stimulate multiple cortical areas of the brain, reinforcing memory pathways through parallel cognitive processing.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following traditional instructional aids is categorized as a "graphic visual aid"?
(A) Globe
(B) Mock-up
(C) Specimen preserved in formalin
(D) Infographic / Bar Graph

12. A science teacher brings a disassembled electric motor to the classroom so that students can observe its internal armature, split rings, and brushes. In instructional aid classification, this physical object is best termed a:
(A) Graphic Wall Chart
(B) Cut-away Model / Specimen
(C) Diagrammatic Wall Poster
(D) Projected Transparency

13. When using a traditional chalkboard (blackboard / greenboard) in a classroom, which of the following practices represents a correct pedagogical protocol for the teacher?
(A) Writing continuously while facing the board with back turned to students during the lesson duration
(B) Filling the entire board with small, dense continuous text before allowing students to begin copying
(C) Maintaining a 45-degree stance while writing to ensure periodic eye contact with the class
(D) Erasing important summary points immediately after writing them to keep the chalkboard completely blank

14. Which type of chart shows chronological relationships, sequential development, or historical progression of events in a subject like History or Social Science?
(A) Structural Tree Chart
(B) Branching Stream Chart
(C) Comparative Tabular Chart
(D) Timeline / Flow Chart

15. A geography teacher uses a three-dimensional representation of Earth (a Globe) to demonstrate the tilt of Earth's axis and day-night rotation. What is the fundamental advantage of a Globe over a flat wall Map?
(A) It preserves spatial scale, true shape, distance, and direction without cartographic distortion
(B) It displays minute local topographic features and micro-terrain in significantly greater detail
(C) It can be easily pasted or attached directly

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into student workbooks for individual note-taking
(D) It completely eliminates the need for verbal conceptual explanations during geography lessons

16. Consider the following statements regarding print materials in classroom transaction:
I. A textbook primarily provides structured subject content, theoretical exposition, and core conceptual frameworks.
II. A workbook primarily offers structured practice activities, exercises, application tasks, and self-assessment prompts.
III. Textbooks are designed for single-use consumption, while workbooks are non-consumable reference books preserved in school libraries.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

17. The National Curriculum Framework emphasizes that textbooks should not be treated as the sole authority or end-point of learning, but rather as:
(A) Irrelevant administrative paperwork meant to be replaced entirely by unguided internet browsing
(B) Scaffolds that provoke critical thinking, open-ended inquiry, and local context connection
(C) Strict rigid scripts that teachers must read aloud word-for-word without deviation in class
(D) Summaries created solely for scoring high marks in standardized term-end board examinations

18. Match List I with List II and select the correct option:
List I: (Instructional Aid Category)
P. Projected Visual Aid
Q. Non-Projected 3D Aid
R. Audio Aid
S. Interactive Digital Tool
List II: (Specific Example)
1. Audio Podcast / Radio Broadcast
2. Slide Projector / OHP
3. Realia / Specimen
4. Educational Simulation Software
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-2, Q-1, R-3, S-4
(D) P-4, Q-3, R-1, S-2

19. An Overhead Projector (OHP) uses transparent sheets (transparencies) for visual projection. What is a major pedagogical advantage of OHP over a traditional slide projector in a classroom setting?
(A) OHP requires complete darkness in the classroom, thereby facilitating student concentration
(B) OHP automatically translates spoken words into multiple regional languages on the screen display
(C) Teachers can face students while presenting and write interactively on transparencies
(D) OHP operates without requiring any electrical power by relying solely on natural light reflections

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20. Consider the following statements regarding the "Flannel Board" (Felt Board) as a teaching aid:
I. Items stick to the flannel board due to magnetic attraction between the backing material and the board.
II. Flannel boards are highly suitable for storytelling, sequential sequencing, and dynamic re-arrangement of visual pieces.
III. Display pieces require sandpaper, felt, or rough backing to adhere to the flannel cloth surface.
Which of the statements given above is/are INCORRECT?
(A) I only
(B) II only
(C) I and III only
(D) II and III only

21. A primary teacher uses a set of small cards containing pictures, letters, or numbers displayed briefly to students to drill vocabulary or arithmetic facts. These aids are called:
(A) Transparencies
(B) Flashcards
(C) Posters
(D) Ephemera

22. In the context of non-projected visual aids, what is a "Chalkboard Flip Chart"?
(A) An electronic touchscreen tablet connected completely wirelessly to a high-definition screen
(B) Large paper sheets mounted on an easel that turn over sequentially during instruction

278. (D) Developing leadership, teamwork, aesthetic sensitivity, and well-being
Organizing co-curricular activities like debates, drama, athletics, and scout programs aims to cultivate leadership qualities, teamwork, public speaking confidence, aesthetic appreciation, physical fitness, and socio-emotional well-being, providing well-rounded growth opportunities that complement formal classroom instruction.

279. (D) I, II, III and IV
All four co-curricular pairings correctly reflect developmental domains: literary activities enhance cognitive and expressive skills (I), physical activities build psychomotor health (II), civic activities foster affective community values (III), and cultural activities promote aesthetic and emotional expression (IV).

280. (A) Systematically throughout the academic year, integrated into the master timetable
School leaders should schedule co-curricular activities systematically throughout the academic year by integrating them directly into the master timetable. Regular, structured inclusion ensures balanced participation without disrupting academic progress or confining activities to brief periods before exams.

281. (A) Both A and R are true and R is the correct explanation of A
Providing equal co-curricular participation opportunities to Children with Special Needs (CWSN) is essential in inclusive schools. Active participation in sports, cultural arts, and social clubs fosters social integration, self-esteem, peer acceptance, and emotional well-being among diverse learners.

282. (B) Positively correlates with improved engagement, attendance, and self-discipline
Educational research demonstrates that regular participation in co-curricular activities correlates positively with improved academic engagement, higher school attendance, stronger self-discipline, and enhanced cognitive focus. Co-curricular engagement builds self-confidence and organizational skills that directly benefit academic performance.

283. (C) Fostering vertical social grouping, healthy competition, and team spirit
The House System in secondary schools manages co-curricular activities by establishing vertical social groupings across grade levels. It fosters cross-age mentorship, healthy inter-house competition, institutional pride, leadership opportunities, and strong team spirit among students.

284. (C) Introduce intra-school mass participation events and rotation policies
When only an elite group participates in competitions, school heads should introduce intra-school mass participation events and participant rotation policies. This ensures democratic access, allowing every student to build confidence, explore personal talents, and benefit from co-curricular engagement.

285. (B) Descriptive rubrics, continuous observation, and qualitative indicators
In modern holistic assessment frameworks, co-curricular performance is evaluated using descriptive rubrics, continuous teacher observation, portfolio artifacts, and qualitative indicators. These diagnostic tools assess social skills, teamwork, creativity, and attitude growth far more accurately than numerical test marks.

286. (B) National Cadet Corps (NCC) and Scouts & Guides
The National Cadet Corps (NCC) and Bharat Scouts & Guides focus specifically on building youth leadership, civic responsibility, community service, outdoor survival skills, and national defense discipline in Indian schools, fostering character and patriotic commitment among participating students.

287. (C) Modifying curriculum goals, strategies, and assessments to enable full participation
Curriculum Adaptation in inclusive education involves modifying learning goals, instructional strategies, physical environments, and assessment formats to enable full participation for all learners, including Children with Special Needs (CWSN), without lowering essential learning standards.

288. (C) Students learn together and teaching is adapted to meet diverse learning needs
Under the Rights of Persons with Disabilities (RPwD) Act 2016, inclusive education is defined as a system where students with and without disabilities learn together in mainstream classrooms, and teaching-learning systems are

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(A) Affordability, Accountability, and Automation
(B) Assessment, Accreditation, and Allocation
(C) Access, Equity, and Quality
(D) Attendance, Administration, and Advancement

30. Which of the following platforms is specifically dedicated to providing free, high-quality educational television channels (24x7) broadcasting educational content across India, particularly under the PM eVIDYA initiative?
(A) SWAYAM PRABHA
(B) DIKSHA App
(C) NISHTHA Portal
(D) e-PG Pathshala

31. Under the PM eVIDYA initiative, what does the "One Class, One TV Channel" program signify?
(A) Every public classroom in India will have a physical television set installed using central government funds
(B) SWAYAM Prabha TV channels allocated for each class from Class 1 to 12 streaming educational content
(C) One national television broadcasting channel dedicated exclusively to live coverage of school sports events
(D) A national broadcast scheme designed to stream teacher recruitment interviews live across public television

32. Consider the following equipment components:
I. Interactive Flat Panel (IFP) or Smart Board with Projector
II. Computer / Laptop system with high-speed Internet connectivity
III. Audio amplification system / speakers
IV. Virtual Reality motion tracking rooms for every individual student
Which of the components given above are essential for setting up a standard functional "SMART Classroom" under modern ICT infrastructure schemes?
(A) I, II, and III only
(B) I and II only
(C) II, III, and IV only
(D) I, II, III, and IV

33. Mobile learning (m-learning) is defined by its core characteristic of mobility. Which pedagogical advantage is most uniquely associated with m-learning compared to computer-lab based desktop learning?
(A) Complete and permanent elimination of all cognitive load during complex theoretical concept learning
(B) Guarantee of absolute 100% security and immunity against internet distractions and digital pop-ups
(C) Total substitution and replacement of teacher-led feedback with fully automated digital grading systems
(D) Ubiquitous "anytime, anywhere" contextual learning extending beyond physical classroom walls

MCQGPT

34. A High School Science teacher wants students to explore the internal atomic structure of molecules and examine the planetary motion of the solar system in an immersive, interactive 3D digital environment where virtual objects are overlayed onto the physical classroom space. Which emerging technology is best suited for this visual experience?
(A) Augmented Reality (AR)
(B) Interactive Radio Instruction (IRI)
(C) Desktop Spreadsheet
(D) Printed Flashcards

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Virtual Reality (VR) simulations provide valuable pedagogical experiences in secondary science education, particularly for high-risk or resource-prohibitive laboratory experiments.
Reason (R): VR allows students to manipulate variables, observe hazardous chemical reactions safely, and conceptualize spatial phenomena without physical danger or costly equipment expenditure.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Consider the following features:
I. Centralized hosting and delivery of course content, assignments, and learning resources.
II. Tracking student submission timelines, tracking learning analytics, and recording assessment grades.
III. Automatic physical maintenance of classroom

299. (C) Devices or software used to improve functional capabilities of CWSN
Assistive Technology (AT) encompasses adaptive devices, specialized hardware, or software tools—such as screen readers, hearing aids, speech-to-text programs, and adaptive keyboards—used to maintain, improve, or functional capabilities of Children with Special Needs in classroom environments.

300. (A) Modifying the environment and system to fit the child, rather than forcing the child
The underlying philosophy of inclusive curriculum adaptation is modifying the learning environment, instructional strategies, and institutional systems to fit the diverse needs of the child, rather than forcing the child to conform to rigid, unyielding educational structures.

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44. In a school situation, a Mathematics teacher encounters students struggling to visualize 3-dimensional shapes like cones, cylinders, and spheres. Which traditional instructional aid should the Principal recommend as the most effective first-line concrete intervention?
(A) Reading textbook definitions and theoretical mathematical formulas aloud three times in class
(B) Showing a static line drawing on a traditional chalkboard without student interaction or touch
(C) Dictating procedural steps and algorithmic rules for formula memorization during the period
(D) Hands-on manipulation of physical wooden or plastic solid models and net cut-outs

45. A School Principal is conducting an annual stock-taking and pedagogical audit of instructional aids in the school library and science labs. Which statutory practice ensures proper management of physical non-consumable teaching aids like globes, microscopes, and projectors under standard financial guidelines?
(A) Discarding fully functional equipment every single year to procure newer commercial models
(B) Annual physical verification of stock and entering records in the Stock Register
(C) Allowing teachers to take home all instructional equipment permanently without official records
(D) Writing off functional digital projectors and equipment as scrap immediately upon arrival

46. Which of the following is a core characteristic of "Open Educational Resources" (OER) used in digital teaching and learning?
(A) High commercial license fees required for every individual student download and digital usage
(B) Proprietary software codes strictly locked by commercial publishing corporations for profit
(C) Materials in the public domain or under open licenses permitting free access, reuse, and sharing
(D) Printed educational materials available exclusively in physical government administrative archives

47. Consider the following scenario:
A School Principal observes that during smart classroom sessions, teachers merely play full-length pre-recorded video lectures on screens while sitting passively at their desks.
Which supervisory intervention by the Principal reflects the best pedagogical leadership?
(A) Directing teachers to stop using smart classrooms entirely and revert exclusively to traditional lectures
(B) Replacing teachers in smart classrooms with automated artificial intelligence attendance monitors
(C) Increasing the duration of continuous video playback to cover two full class periods back-to-back
(D) Guiding teachers to use video clips interactively, pausing for questions and guided discussion

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48. In the context of Bloom's Revised Taxonomy, using an interactive digital spreadsheet software (like MS Excel or Google Sheets) to enable students to organize raw data, generate dynamic graphs, and analyze statistical trends engages primarily which level of cognitive domain?
(A) Analyzing
(B) Remembering
(C) Repeating
(D) Imitating

49. Which of the following tools is a popular web-based gamified assessment tool that allows teachers to create interactive quizzes and live learning games for classroom participation?
(A) MS Word
(B) Adobe Acrobat Reader
(C) Kahoot! / Quizizz
(D) WinRAR

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Audio-visual materials should supplement, not supplant, the active pedagogical role of the teacher in the classroom.
Reason (R): Instructional aids lack adaptive human empathy, diagnostic feedback capability, and dynamic interpersonal responsiveness required for effective pedagogical mediation.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false
(D) A is false but R is true

51. Which of the following visual aids is non-projected, two-dimensional, and specifically designed to display information on a specially prepared fabric board using pin-less adhesive or rough surfaces?
(A) Epidiascope
(B) Slide Projector
(C) Interactive Flat Panel
(D) Bulletin Board / Felt Board

52. In an inclusive classroom setting containing Children with Special Needs (CWSN), particularly visually impaired students, which modification in instructional aids is required under inclusive pedagogy guidelines?
(A) Exclusive reliance on printed wall charts and visual diagrams without verbal explanation
(B) Integration of tactile diagrams, Braille maps, and screen-reading audio technologies
(C) Replacing all modern instructional aids with static standard paper textbooks in class
(D) Excusing visually impaired students from all learning activities during official period hours

53. Which of the following represents a key feature of "Blended Learning" in secondary school education?
(A) 100% online distance learning where students never physically attend actual school buildings
(B) Teaching two completely different academic subjects simultaneously in the exact same period
(C) Combining face-to-face instruction with online digital components and self-paced technology tasks
(D) Combining physical sports activities directly with written terminal academic examinations

54. What is the main function of an "Educational App" classified under the category of "Mind Tools" or "Cognitive Tools" (e.g., Mind Mapping apps like XMind or MindMeister)?
(A) Automated multiple-choice test grading and processing for administrative record-keeping
(B) Streaming entertainment movies and recreational video content during recess hours
(C) Automatically generating student attendance reports for school principals and managers
(D) Enabling students to visually construct, organize, and articulate complex concept networks

55. Which of the following pairs is INCORRECTLY matched?
(A) Overhead Projector (OHP) — Transparencies
(B) Slide Projector — 35mm Mounted Slides
(C) Epidiascope — Pure Audio Broadcasts without visual images
(D) DIKSHA Platform — National Repository of Open Educational Resources (NROER)

56. A Principal wants to establish a "Language Lab" in the school to improve English and Hindi speech articulation, pronunciation, and listening comprehension. Which set of instructional aids is essential for a language laboratory?
(A) Chemical test tubes, Bunsen burners, laboratory flasks, and periodic table wall charts
(B) Audio headsets with microphones, central control software, and listening-speaking prompts
(C) Heavy workshop machinery tools, carpentry blocks, physical weights, and industrial equipment
(D) Overhead projector units, transparent slide sheets, and spirit duplicator printing machines

57. Which of the following is a primary characteristic of a "Mock-up" as an instructional visual aid?
(A) A flat two-dimensional photograph printed on high-gloss heavy photo paper without depth
(B) A pure audio recording of environmental sounds and background spoken noise recordings
(C) A working or simplified 3D scale representation of a system, emphasizing operating principles
(D) A written list of definitions, rules, and formulas drawn manually on a classroom chalkboard

58. Consider the following statements regarding the pedagogical application of "Workbooks" in primary and secondary education:
I. Workbooks provide structured, step-by-step practice that reinforces concepts introduced in main text lessons.
II. Workbooks promote independent study habits and provide opportunities for

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formative self-assessment.

III. Workbooks are intended to completely eliminate the need for teacher assessment and corrective feedback.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

59. What is the primary purpose of a "Bulletin Board" in a school corridor or classroom environment?

(A) Storing unused sports equipment, physical science apparatus, and chemical supplies safely
(B) Serving as an emergency writing surface when traditional chalkboards are unavailable in class
(C) Projecting high-definition digital motion films and video broadcasts during national holidays
(D) Displaying student projects, educational clippings, notices, and exemplary academic work

60. Under educational technology access frameworks, what is "e-Pathshala"?

(A) An online portal providing free digital textbooks, audio-visual resources, and periodicals
(B) A paid private tuition service managed and commercialized by external private vendors
(C) A government scheme for distributing free paper notebooks to private school students
(D) A web platform for registering real estate properties and land assets of schools

61. Which of the following instructional aids is most appropriate for teaching abstract mathematical concepts like 3D spatial rotation, cross-sections of geometric solids, and dynamic functions in High School?

(A) Static printed wall posters displaying geometric formulas
(B) Standard pure audio radio broadcasts describing shapes
(C) Interactive 3D dynamic geometry software and simulations
(D) Unillustrated black-and-white text handouts with definitions

62. Given below are two statements:

Statement I: The effective integration of teaching aids depends heavily on proper pre-planning, smooth classroom presentation, and follow-up discussion by the teacher.

Statement II: Simply displaying a visual aid or playing a video without pedagogical integration guarantees deep conceptual understanding among students.

Which of the following options is correct?

(A) Both Statement I and Statement II are correct
(B) Both Statement I and Statement II are incorrect
(C) Statement I is correct but Statement II is incorrect
(D) Statement I is incorrect but Statement II is correct

63. In the context of instructional design, what does the term "Realia" mean?

(A) Virtual reality headsets imported from foreign countries for advanced digital simulations
(B) Hypothetical mathematical formulas derived theoretically on blackboards during lectures
(C) Synthetic plastic replicas and models designed solely for classroom decorative purposes
(D) Real-life objects, physical items, or authentic artifacts brought into class for direct study

64. A teacher uses a "Diorama" in a Social Science lesson on Indian ecosystems. What is a Diorama?

(A) A two-dimensional map depicting topographical elevation lines using various color gradients
(B) An audio tape recording of forest wildlife sounds and environmental ecosystem background noises
(C) A slide deck presentation displayed on a smart board screen during social science periods
(D) A 3D miniature scene showing figures, objects, and mini flora/fauna against a painted background

65. Which of the following digital tools is specifically categorized as an asynchronous communication and collaboration tool in an LMS or online learning environment?

(A) Real-time live video conferencing streams where participants interact at the exact same second
(B) Discussion forums and message boards where posts are read and answered at different

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(A) Students sit with their back turned to the teacher while listening to audio broadcasts during class
(B) Teachers assign zero home study and conduct 100% direct lecture instruction during school hours
(C) Physical classrooms are flipped upside down using modular sports mats for physical education classes
(D) Students study direct lectures online at home, reserving class time for guided problem-solving

95. Which of the following traditional visual aids is best suited for showing spatial distributions, geographic locations, political boundaries, and physical terrain features?
(A) Audio Tapes
(B) Flashcards of vocabulary words
(C) Maps
(D) Flannel board story cut-outs

96. What is the full form of MOOCs in the context of modern e-learning initiatives like SWAYAM?
(A) Mass Offline Open Curricula
(B) Massive Open Online Courses
(C) Mandatory Online Operations for Colleges
(D) Modular Open Orientation Classes

97. Which of the following is an example of an "Audio Visual Aid" that provides interactive, real-time two-way communication between students and teachers at distant locations?
(A) One-Way Educational Television Broadcast TV
(B) Overhead Projector with Display Transparencies
(C) Standard Audio Frequency Radio Broadcast
(D) Two-Way Interactive Video Teleconferencing

98. Consider the following statements regarding the "Cone of Experience":
I. Direct, purposeful experiences sit at the base of the cone, representing the most concrete form of learning.
II. Visual and verbal symbols sit at the apex of the cone, representing the most abstract forms of communication.
III. According to the cone, abstract experiences are always superior to concrete experiences for primary school children.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

99. Which of the following aids is classified as a "Non-Projected Graphic Aid"?
(A) Globe
(B) Slide shown through digital projector
(C) Realia / Physical specimen
(D) Diagram / Flowchart on paper poster

100. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teacher professional development programs in technology integration must focus on pedagogical technology integration rather than mere operational software literacy.
Reason (R): Mastering digital software operations without understanding pedagogical application leads to superficial technology usage that fails to enhance meaningful student learning.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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101. A Physics teacher uses a "Stroboscope" or digital high-speed video capture to show the motion of a falling water droplet in slow motion. This instructional tool is best categorized as a:
(A) Traditional non-projected print material and textbook handout
(B) Pure audio recording tool and sound playback tape device
(C) Visual tool for temporal manipulation of observed physical phenomena
(D) Administrative student attendance recorder and logging system

102. What is the primary purpose of an "Educational Simulation" software in high school science and vocational education?
(A) Recording annual student academic marks and outputting standardized physical report cards
(B) Printing standardized paper admission forms and administrative school enrollment documents
(C) Replacing physical textbook distribution entirely across all secondary public school levels

73. When selecting an educational software application for school-wide deployment, what feature ensures that the app adheres to inclusive design principles for CWSN?
(A) High density of small text fonts without options for adjustable text sizing or zooming features
(B) Complete exclusion of audio playback options to minimize software file download size on phones
(C) Requirement of complex high-speed hand gestures and rapid movements for basic screen navigation
(D) Accessibility features like screen reader support, adjustable contrast, and closed captioning

74. In the context of micro-teaching and teacher development, what is the primary purpose of using "Stimulus Variation" as a teaching skill involving instructional aids?
(A) Keeping students continuously guessing about the upcoming terminal examination question pattern
(B) Systematically shifting sensory channels (e.g., audio to visual) to sustain student attention
(C) Frequently changing the physical classroom seating arrangement every five minutes during class
(D) Switching subject teachers between different classrooms mid-period without prior lesson planning

75. Which of the following is a key feature of "Augmented Reality" (AR) applications in secondary biology education?
(A) Placing the student in a completely closed virtual world that blocks out physical reality entirely
(B) Overlaying 3D digital biological structures onto real-world camera views via mobile devices
(C) Printing static black-and-white biological cell diagrams in standard non-interactive textbooks
(D) Playing pure audio podcast recordings of biology lecture chapters during official school hours

76. Match List I with List II and select the correct option:
List I: (ICT / Digital Education Initiative)
P. SWAYAM
Q. DIKSHA
R. PM eVIDYA
S. NISHTHA
List II: (Core Function)
1. Comprehensive initiative unifying digital/online/on-air education access across India
2. National portal offering MOOCs for high school to post-graduate levels
3. Infrastructure for teachers providing QR-coded Energized Textbooks and digital content
4. Integrated teacher training program for improving learning outcomes
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-2, Q-1, R-3, S-4
(D) P-1, Q-3, R-2, S-4

77. An English teacher displays a series of sequential picture cards without words and asks Class VI students to arrange them logically and construct an oral story. What type of instructional aid is being utilized?
(A) Pure Audio Tape Recording
(B) Picture story sequence flashcards
(C) Projected Slide Transparencies
(D) Magnifying Micro-projector Device

78. Which of the following instructional aids relies on magnetic forces to allow movable cut-outs, numbers, and letters to be positioned dynamically during a classroom lesson?
(A) Flannel Board
(B) Soft Pin Board
(C) Chalkboard
(D) Magnetic Board

79. Under the ICT Scheme for school education, what is the primary objective of establishing "ICT Labs" in government secondary and senior secondary schools?
(A) To store obsolete physical paper records, old administrative files, and broken furniture safely
(B) To develop ICT literacy, provide digital learning access, and integrate technology into teaching
(C) To conduct commercial data entry operations for private corporate entities during school hours
(D) To train external corporate employees in office software skills for commercial profit motives

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times
(C) Instant audio telephone calls conducted between teachers and students during school hours
(D) In-person synchronous oral examinations conducted directly inside physical classroom halls

66. A Principal notices that a newly appointed science teacher uses a high volume of complex technical slides during every 45-minute period, causing cognitive overload and disengagement among students. What pedagogical feedback should the Principal provide?
(A) Increase the total number of slides per period to accelerate syllabus coverage before term end
(B) Apply cognitive load theory by simplifying visuals, limiting slide density, and adding pauses
(C) Eliminate all visual presentation materials permanently and rely solely on uninterrupted oral lectures
(D) Require students to copy every single slide word-for-word into their exercise notebooks during class

67. Which of the following is an example of an "Audio-Visual" teaching aid that combines simultaneous sight and sound components?
(A) Non-projected Geography Wall Map
(B) Audio Radio Drama Transmission
(C) Classroom Audio Tape Recorder
(D) Educational Television Broadcast

68. Consider the following statements regarding "Projected Aids" vs "Non-Projected Aids":
I. Projected aids require an optical apparatus or light source to project images onto a screen or wall.
II. Non-projected aids can be viewed directly without requiring projection equipment or electric power sources.
III. Non-projected aids are inherently superior to projected aids in all instructional situations regardless of class size.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

69. Which component of SWAYAM provides video lectures, downloadable reading materials, self-assessment tests, and an online discussion forum for clearing doubts?
(A) The physical print book distribution network
(B) The 4-quadrant approach of SWAYAM online courses
(C) The satellite transmission ground station
(D) The administrative inspection panel

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70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated instructional design requires teachers to vary instructional aids based on the readiness levels, learning preferences, and functional needs of students.
Reason (R): Using a single, uniform teaching aid for all instructional topics and all diverse learners ensures complete equity and eliminates achievement gaps.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. A social studies teacher uses a "Cutaway Globe" or "Cross-Section Model" to demonstrate the Earth's mantle, outer core, and inner core layers. This tool is best classified as a:
(A) Two-dimensional projected visual aid
(B) Standalone audio instructional aid
(C) Three-dimensional non-projected visual aid
(D) Interactive digital m-learning software

72. Which of the following represents a primary challenge in overcoming the "Digital Divide" in rural or economically marginalized school clusters, as identified in educational technology planning documents?
(A) Overabundance of high-speed fiber-optic bandwidth and internet cabling in remote rural school areas
(B) Excessive availability of free digital tablets and personal laptops for every individual student
(C) Resistance from technology hardware companies to selling digital devices directly to public schools
(D) Inadequate hardware infrastructure, unreliable power supply, and lack of affordable connectivity

(D) Ensuring hardware functionality, entering repair requests, and promoting usage by subject teachers

87. A teacher uses a "Specimen" in a High School Biology lesson. In teaching aid terminology, what is a Specimen?
(A) A hand-drawn detailed visual sketch or diagram of a biological cell drawn on a chalkboard
(B) An actual plant, animal, or mineral object preserved in its natural state for scientific study
(C) A projected slide show presentation of biological diagrams shown on a smart classroom screen
(D) A theoretical text description and procedural summary printed inside a science textbook chapter

88. Which of the following is a non-projected visual aid that consists of a large sheet of thick paper or card showing a combination of graphic elements, text, and visual images designed to convey an immediate, impactful message (e.g., Awareness on Environmental Protection)?
(A) Micro-slide
(B) Podcast
(C) Poster
(D) Audio Cassette

89. Which pedagogical framework emphasizes that technology integration in education should move progressively through four levels: Substitution, Augmentation, Modification, and Redefinition?
(A) SAMR Model (Puentedura)
(B) ADDIE Model
(C) Bloom's Taxonomy
(D) Gagne's Nine Events of Instruction

90. In the SAMR model, when a teacher replaces a paper-based end-of-unit test with an online digital quiz that provides immediate automated feedback and detailed diagnostic item analytics to students, this application represents at least which level of technology integration?
(A) Elimination
(B) Augmentation
(C) Substitution
(D) Stagnation

91. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Interactive Whiteboards (IWBs) automatically improve learning outcomes in every classroom regardless of the underlying pedagogical strategy.
Reason (R): IWBs transform traditional instructional delivery into multi-sensory, interactive experiences only when combined with learner-centered, engaging instructional strategies.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is false but R is true
(D) Both A and R are false

92. Consider the following key advantages of "e-Books" and digital textbooks compared to traditional paper textbooks:
I. Hyperlinking to multimedia resources, audio-visual explanations, and interactive glossary terms.
II. Ability to update content dynamically without reprinting millions of physical hard copies.
III. Complete immunity from requiring screen hardware, electricity, or digital devices for reading.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

93. What is the main characteristic of an "Opaque Projector" (Epidiascope)?
(A) Requiring transparent plastic sheets or slide films exclusively to project visual screen images
(B) Playing pure audio radio broadcasts or voice recordings without providing any visual projection
(C) Projecting non-transparent solid objects (pages, coins, leaves) using mirrors and illumination
(D) Functioning entirely without any electric light bulb, optical lens, or internal reflector system

94. A Principal wants to encourage teachers to adopt "Flipped Classroom" methodology using digital instructional technology. Which of the following best describes a Flipped Classroom approach?

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Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

111. Which of the following is a primary objective of integrating "Art-Integrated Learning" (AIL) instructional aids and activities as recommended by educational frameworks?
(A) Replacing core academic subjects entirely with fine arts history and studio drawing classes
(B) Evaluating specialized art teachers through written standardized multiple-choice tests in school
(C) Restricting art activities strictly to drawing classes held outside regular academic timetable hours
(D) Using visual/performing arts to make learning experiential, creative, and conceptually deeper

112. When introducing a lesson on "Monsoons in India," a Social Science teacher uses a short, dynamic satellite animation showing cloud movement and rainfall patterns across the Indian subcontinent. This instructional aid is effective because it:
(A) Replaces the necessity of studying climatic theory and meteorological principles in textbooks altogether
(B) Satisfies statutory administrative audit requirements for educational technology video usage in class
(C) Requires zero conceptual discussion or questioning before or after viewing the satellite video footage
(D) Provides dynamic visual spatial representation of macroscopic processes that static maps cannot show

113. Which of the following digital platforms serves as the National Repository of Open Educational Resources (NROER) in India, hosting a vast collection of e-resources in multiple languages for school education?
(A) Government e-Marketplace (GeM) Portal
(B) Public Financial Management System (PFMS)
(C) National Repository of Open Educational Resources (NROER)
(D) Unified District Information System for Education (U-DISE+)

114. Consider the following statements regarding textbook evaluation parameters for school principals and curriculum committees:
I. Content accuracy, pedagogical alignment, and contextual relevance to student experiences.
II. Inclusivity regarding gender representation, social equity, and diverse physical abilities.
III. The physical weight of the book, ensuring it exceeds 5 kilograms per subject for thoroughness.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

115. What is the primary function of a "Document Camera" (Visualizer) in a modern SMART classroom?
(A) Printing student report cards and official transcript forms on heavy grade paper
(B) Scanning optical marks on OMR examination answer sheets for administrative record-keeping
(C) Converting spoken classroom audio directly into printed physical braille documents
(D) Capturing live images of documents or 3D objects and displaying them enlarged onto a screen

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116. Which of the following statements about "Interactive Educational Games" is correct?
(A) They inherently reduce cognitive engagement, create classroom disruption, and lead to academic failure
(B) Leveraging game mechanics (points, challenges, feedback) to enhance motivation and conceptual learning
(C) They are designed exclusively for administrative attendance tracking and record-keeping in school offices
(D) They cannot be integrated into STEM (Science, Technology, Engineering, Math) education curriculum at all

117. What type of instructional aid is a "Tree Chart"?
(A) A specialised botanical display chart that shows real plant roots preserved inside clear glass tubes
(B) An audio recording of forest wildlife sounds

(D) Replicating real-world environments and dynamic systems for safe exploration and decision-making

103. Which of the following statements is INCORRECT regarding the use of "Chalkboards" in effective classroom management?
(A) The chalkboard should be organized logically, divided into structural sections for subject, topic, main points, and diagrams
(B) The teacher should write in clean, legible handwriting with adequate letter sizing
(C) Important summary key points should remain visible until the end of the lesson for student synthesis
(D) The chalkboard surface should be completely covered with dense illegible continuous text from edge to edge without erasing during the period

104. Which of the following is a major advantage of "Podcast" technology in mobile learning environments?
(A) Podcasts display high-definition 3D tactile physical models and dynamic visual graphics automatically
(B) Audio lessons can be downloaded and listened to on-demand, supporting flexible auditory learning
(C) Podcasts eliminate the requirement of utilizing computer audio speakers or personal headphones in class
(D) Podcasts guarantee instant synchronous automated grading of student written essays and term papers

105. In the context of digital pedagogy, what does the acronym "BYOD" stand for?
(A) Build Your Own Database
(B) Buy Your Own Desk
(C) Bring Your Own Device
(D) Broaden Your Online Domain

106. Match List I with List II and select the correct option:
List I: (Type of Instructional Aid)
P. Globe
Q. Transparencies
R. Podcast
S. Interactive Flat Panel
List II: (Core Characteristic)
1. Pure audio format accessible for mobile listening
2. Three-dimensional true representation of Earth
3. Transparent sheets projected via overhead light
4. Touch-enabled digital screen with integrated computing capabilities
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-2, Q-1, R-3, S-4
(D) P-4, Q-3, R-1, S-2

107. Which of the following traditional visual aids uses a board covered with rough cloth where paper figures backed with sand-paper or felt stick easily without pins or glue?
(A) Magnetic Display Board
(B) Wooden Grid Peg Board
(C) Touch Interactive Smartboard
(D) Flannelgraph / Flannel Board

108. A teacher wants to present a complex step-by-step workflow of "How a Bill becomes Law in Parliament." Which type of visual graphic aid is most appropriate for this purpose?
(A) Flow Chart / Process Chart
(B) Pie Chart showing static percentages
(C) Physical Specimen
(D) Pure Audio Tape

109. What is a key feature of "Micro-teaching" in teacher education regarding teaching skills and instructional aids?
(A) Teaching large classes of 100 students for two continuous hours using complex corporate software tools
(B) Conducting official board examinations across multi-district examination centers under strict supervision
(C) A scaled-down simulated setup practicing specific teaching skills with small groups and feedback
(D) Delivering continuous lectures through national radio broadcasting stations to passive adult listeners

110. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The DIKSHA portal enables personalized and inclusive learning pathways for students across India.
Reason (R): DIKSHA provides multilingual, multi-modal content aligned with state and national curricula, accessible through multiple digital devices.

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80. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The use of concrete traditional teaching aids (such as counting beads or wooden blocks) is restricted solely to pre-primary children and has zero value in secondary mathematics.
Reason (R): Secondary school students operate exclusively at the formal operational stage and never require concrete visual or tactile scaffolds for complex concepts.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) Both A and R are false

81. Which of the following tools is an example of a synchronous e-learning interaction tool?
(A) Pre-recorded educational YouTube video lectures uploaded online during the previous month
(B) Live virtual sessions (e.g., Zoom) where teacher and students interact simultaneously in real-time
(C) Offline email correspondence and message exchanges sent over an extended school holiday period
(D) Printed self-learning instructional modules and postal distance study packets distributed by mail

82. What is a "Peg Board" primarily used for as a traditional tactile/visual teaching aid in early mathematics and motor development?
(A) Projecting high-definition video files and digital animation clips on smart classroom screens
(B) Inserting small pegs into grid holes to develop fine motor skills, spatial patterns, and counting
(C) Recording audio sounds and pronunciation patterns of spoken natural languages in language labs
(D) Storing large library reference books and administrative record ledgers safely in school offices

83. Which of the following statements correctly describes the term "Asynchronous E-Learning"?
(A) Learning where teacher and students must be present in the same digital space at the exact same physical second
(B) Learning conducted exclusively through traditional chalk-and-talk methods without using any electronic tools
(C) Learning where students are strictly prohibited from accessing course materials outside official school hours
(D) Learning occurring independently of time/place, allowing self-paced access to materials and tasks

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84. A chemistry teacher wants to demonstrate the molecular movement of gas particles at varying temperatures. Since real gas molecules cannot be seen visually with the naked eye, which instructional technology option provides the most effective visual representation?
(A) Interactive Computer Simulation / Animation
(B) Audio tape recording of a lecture on gas laws
(C) Reading the numerical formula from a blackboard
(D) Static line drawing on a non-projected poster

85. Consider the following statements regarding the selection and evaluation of Educational Apps for classroom integration:
I. The app should align with specific curricular learning outcomes and pedagogical goals.
II. The app must be free from aggressive commercial advertisements, inappropriate pop-ups, and data privacy risks.
III. The app should focus purely on rote drilling without requiring higher-order thinking skills.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

86. What is the primary administrative and pedagogical responsibility of a School Principal regarding the maintenance of ICT infrastructure (SMART classrooms, computer labs) in a school?
(A) Keeping all computer hardware locked permanently in storage cupboards to prevent operational wear
(B) Allowing external unauthorized commercial entities to use the lab during regular school hours for profit
(C) Mandatory charging of heavy monthly computer lab fees from all students enrolled in government schools

and environmental background noises in natural habitats
(C) A graphic chart depicting relationships, genealogical lines, or hierarchical branching from a source
(D) A projected video presentation illustrating national environmental conservation and forestry efforts

118. In an ICT-enabled school environment, what does the term "LMS Analytics" or "Learning Analytics" refer to?
(A) Measuring the total electricity consumption of computer servers located inside school buildings
(B) Counting the total number of physical reference textbooks stored in the school central library
(C) Calculating annual salary increments and overtime payments of computer laboratory instructors
(D) Collecting and analyzing learner data to understand and optimize learning processes and environments

119. Which of the following is an example of an "Unprojected Visual Aid" that displays key focal messages, statistical summaries, or visual graphs on an easily portable canvas or paper roll that can be unrolled downwards?
(A) Slide Projector
(B) Epidiascope
(C) Pull-up / Roll-up Chart or Map
(D) Interactive Flat Panel

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teacher training in ICT integration must encompass technological, pedagogical, and content knowledge (TPACK) rather than isolated technology skill training.
Reason (R): Isolated technology skill training equips teachers with operational digital skills but often fails to transform classroom pedagogical practices.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. Which of the following traditional teaching aids is a two-dimensional visual representation drawn to scale that shows the geographic, political, or physical features of an area?
(A) Map
(B) Globe
(C) Model
(D) Specimen

122. What is the primary characteristic of "Asynchronous Distance Education" platforms?
(A) Teachers and students must log into virtual classrooms simultaneously at exact predetermined hours
(B) Learning is restricted exclusively to traditional face-to-face direct classroom lectures
(C) Course materials and lectures are accessible continuously, allowing self-paced learning on demand
(D) Physical presence inside a school building is mandatorily required daily for 8 hours

123. Consider the following statements regarding the use of "Flashcards" in classroom instruction:
I. Flashcards are effective for rapid drilling, vocabulary building, and memory retrieval practice.
II. Flashcards should contain high densities of lengthy academic paragraphs on a single card.
III. Flashcards can be used for individual, small group, or whole-class activity sessions.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

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124. What is the main pedagogical advantage of incorporating "Sports-Integrated Learning" and physical movement materials into elementary and secondary classroom instruction?
(A) Replacing core academic curriculum entirely with professional sports coaching and training programs
(B) Promoting fitness, cognitive alertness, experiential understanding of concepts, and collaboration
(C) Excusing participating students completely from appearing in formal term-end assessment exams
(D) Reducing total official school operational and instructional hours by half during academic

170. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The selection of instructional aids must always align with the specific cognitive level of the target learning objective in Bloom's Taxonomy.
Reason (R): High-order cognitive objectives (such as Analysis and Synthesis) are best supported by static visual aids that limit active student inquiry and manipulation.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

171. Which of the following non-projected visual aids consists of a large board where paper items are attached using push pins or thumb tacks?
(A) Magnetic Board
(B) Flannel Board
(C) Pin Board / Soft Board
(D) Chalkboard

172. What is the primary characteristic of "Open Educational Resources" (OER)?
(A) High commercial license purchase fees required from public schools for usage
(B) Locked PDF files that strictly cannot be printed or read on mobile screens
(C) Commercial video courses strictly restricted to paid monthly subscribers
(D) Materials offered under open licenses allowing free usage, adaptation, and sharing

173. In secondary school science laboratories, what is a "Safety Model" or "Simulation Kit"?
(A) Decorative plastic toys and miniature artifacts placed permanently on administrative office shelves
(B) Theoretical written examination papers focusing on abstract chemistry formulas and definitions
(C) Materials demonstrating lab safety, personal protective equipment, and chemical procedures
(D) Scrapped laboratory glass tubes, broken flasks, and hazardous waste items stored for safe disposal

174. Which of the following represents a core feature of the "DIKSHA" portal for teachers?
(A) Automated processing and monthly disbursement of teacher pension payments and gratuity records
(B) Purchasing office furniture and civil infrastructure for Education headquarters
(C) Direct allotment of official government residential accommodation and housing quarters to staff
(D) Access to lesson plans, explanation content, assessment banks, and professional training modules

175. Consider the following statements regarding the usage of "Print Materials" (Textbooks, Workbooks, Handouts):
I. Print materials remain an accessible, versatile, and baseline instructional aid in school education.
II. Print materials should be supplemented with active questioning, real-world examples, and multi-sensory aids to avoid rote learning.
III. Print materials are completely obsolete and should be banned from all primary schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

176. Which of the following visual aids is classified as "3-Dimensional Non-Projected"?
(A) Realia, Models, Mock-ups, Dioramas
(B) Wall Charts, Maps, Graphs, Diagrams
(C) Overhead Transparencies, Slides, Filmstrips
(D) Podcasts, Radio Broadcasts, Audio CDs

177. What is the primary advantage of using "Interactive Simulations" (such as PhET simulations) in High School Physics and Chemistry?
(A) They eliminate the absolute requirement for maintaining physical laboratory safety rules during experiments
(B) They automatically grade student homework assignments and laboratory reports without teacher review
(C) They replace core textbook theoretical concepts entirely with pre-recorded commercial advertisements
(D) Allowing students to manipulate invisible variables interactively and observe real-time visual outcomes

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(B) Program for Massive Electronic Education and Virtual Instructional Development for Youth Alliances
(C) Public Mobile Educational Video and Interactive Digital Yield Association for Public Schools
(D) A national initiative unifying digital, online, and on-air education efforts under Atmanirbhar Bharat

133. Which of the following represents a potential negative consequence of unmonitored digital technology integration in classrooms?
(A) Enhanced opportunities for self-paced exploratory learning across various academic subjects
(B) Improved conceptual retention through dynamic interactive visual animations and 3D simulations
(C) Seamless access to nationwide digital educational repositories and learning modules like DIKSHA
(D) Digital distraction, screen fatigue, cyber-bullying, and access to unauthorized non-educational content

134. In a school scenario, a teacher reports that the smart classroom projector lamp has burned out and the interactive screen is non-responsive. What is the immediate administrative action required by the Head of Institution (Principal)?
(A) Close down the entire school building immediately until external government repair funds arrive
(B) Log the fault on the maintenance portal under AMC and reassign the period to a functional space
(C) Instruct the teacher to deliver lectures without using any teaching aids or technology permanently
(D) Deduct the hardware repair cost directly from the subject teacher's monthly salary without inquiry

135. Consider the following statements regarding "Virtual Reality" (VR) headsets in school education:
I. VR offers complete immersion in a 360-degree computer-generated environment.
II. VR is highly effective for virtual field trips to distant geographical or historical sites that students cannot physically visit.
III. VR headsets should be used continuously for 6 hours daily for all age groups without rest breaks.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

136. What is the primary characteristic of an "Overhead Projector" transparency?
(A) A thick opaque piece of heavy cardboard that blocks light completely from passing through
(B) A specialized magnetic strip that holds metal pins, clips, and paper fasteners on boards
(C) A transparent plastic sheet where images/text are drawn or printed for optical projection
(D) An electronic microchip storage device designed to record and playback digital audio files

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137. Which of the following is an example of an "Activity-Based Instructional Aid/Material"?
(A) Static printed textbook page read aloud continuously by the subject teacher during class
(B) Pre-recorded educational audio radio speech broadcasted over national public frequencies
(C) Wall chart displaying historical dates, chronological timelines, and event descriptions
(D) Science Experiment Kits and Mathematics Manipulative Kits (e.g., Algebra tiles, Place value blocks)

138. In the context of instructional design, what is a "Concept Map"?
(A) A physical geographical map showing political boundaries and territorial capitals of nations
(B) A visual organizer illustrating relationships between concepts using labeled nodes and links
(C) An administrative organizational chart showing teacher duty allocations and timetable schedules
(D) A continuous prose paragraph summarizing textbook units at the end of each academic chapter

139. Which of the following digital platforms provides free online courses (MOOCs) for school students (Classes 9 to 12), undergraduate, and postgraduate students in India?

(A) PFMS
(B) GEM
(C) SWAYAM
(D) U-DISE

140. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The adoption of Competency-Based Education (CBE) requires a shift in instructional aids from static content delivery tools to task-oriented, practical, problem-solving resources.
Reason (R): CBE focuses on the practical mastery of specific, measurable skills and real-world application of knowledge rather than rote memorization of content.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

141. Which of the following visual aids is non-projected, two-dimensional, and specifically designed to display information on a specially prepared fabric board using pin-less adhesive or rough surfaces?
(A) Epidiascope
(B) Slide Projector
(C) Felt / Velcro Board
(D) Interactive Flat Panel

142. A geography teacher brings samples of granite, sandstone, basalt, and marble to the classroom for students to touch, observe texture, and conduct acid tests. These actual objects are termed:
(A) Mock-ups
(B) Transparencies
(C) Visualizers
(D) Realia / Specimens

143. Consider the following features regarding the usability of a digital Learning Management System (LMS) for secondary schools:
I. User-friendly dashboard for students, teachers, and parents.
II. Compatibility with low-bandwidth internet connectivity and mobile devices.
III. Mandatory integration with commercial advertisement pop-ups to generate revenue.
Which of the features given above are essential?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

144. What is the core concept behind "Mobile Learning" (m-learning)?
(A) Learning that takes place exclusively while walking inside a physical school corridor between classes
(B) Fixing heavy desktop computers onto mobile wheeled tables inside school laboratories permanently
(C) Mandatory distribution of mobile phones by subject teachers to students during formal examinations
(D) Leveraging handheld mobile devices to access educational content and learn across varied contexts

145. Which of the following statements correctly describes a "Stream Chart"?
(A) A map chart that depicts small river channels and local water streams on a geographical map
(B) An audio digital file streaming continuous background music during physical education sessions
(C) A digital software spreadsheet calculating monthly financial expenditures of school canteens
(D) A chart showing various tributaries, components, or developmental lines merging into a main stream

146. Which of the following is a major advantage of "Interactive Whiteboards" over traditional projection screens?
(A) They operate entirely without requiring electrical power or active computer network connections
(B) They allow direct manipulation, annotation, saving, and distribution of digital visual content
(C) They eliminate the necessity for subject teachers inside smart classrooms during period hours
(D) They automatically convert teacher speech directly into printed physical paper reference books

147. A School Principal is reviewing whether teachers are effectively integrating ICT into their daily

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instructional practices. Which indicator provides the most reliable evidence of effective ICT integration?
(A) The total number of high-end desktop computers locked safely inside the Principal's office store
(B) Direct observation of students using ICT tools for inquiry, modeling, and project development
(C) The total purchase expenditure spent on computer hardware procurement in the current financial year
(D) The physical aesthetic appearance, painting, and visual color scheme of the smart classroom walls

148. Which of the following traditional visual aids consists of a series of large, bold diagrams or illustrations mounted on rigid cards shown sequentially to tell a story or explain a process?
(A) Flashcards / Story Cards
(B) Transparencies
(C) Epidiascope
(D) Sound Motion Film

149. Match List I with List II and select the correct option:
List I: (Concept)
P. Energized Textbook
Q. Open Educational Resources
R. Blended Learning
S. Mind Mapping
List II: (Description)
1. Hybrid instructional model combining face-to-face and digital online learning
2. Textbook embedded with QR codes linking to digital learning materials
3. Visual graphic tool for organizing hierarchical concept structures
4. Teaching/learning materials released in public domain under open license
(A) P-2, Q-4, R-1, S-3
(B) P-4, Q-2, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-1, Q-4, R-2, S-3

150. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The physical arrangement of non-projected teaching aids (like chalkboards and displays) must adhere to ergonomic principles of classroom vision and lighting.
Reason (R): Glare, improper viewing angles, and illegible sizing create physical eye strain and cognitive fatigue, hindering effective visual learning.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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151. Which of the following is a non-projected three-dimensional teaching aid that presents a scaled-down physical representation of a large object (e.g., human heart, solar system) maintaining proportional spatial dimensions?
(A) Model
(B) Poster
(C) Transparency
(D) Audio Cassette

152. What is the primary purpose of incorporating "Art-Integrated Learning" (AIL) tools (such as visual drawings, puppet shows, theatre scripts) in middle school social science lessons?
(A) Training enrolled students exclusively for commercial art exhibitions and fine arts competitions
(B) Substituting all written terminal examinations with drawing and painting assignments in school
(C) Reducing the total instructional time dedicated to core social science topics during academic terms
(D) Fostering cross-curricular connections, creativity, and deeper conceptual comprehension of issues

153. Which digital repository hosts digital textbooks, audio resources, video clips, and interactive learning objects for teachers and students free of charge?
(A) PFMS Portal
(B) GeM Portal
(C) e-Pathshala / NROER
(D) U-DISE Portal

154. Consider the following statements regarding the selection of teaching aids for visual spatial learners:
I. Visual graphic organizers, diagrams, models, and color-coded charts significantly enhance conceptual retention for visual spatial learners.

II. Visual spatial learners process information best when delivered purely through uninterrupted, continuous oral lectures.
III. Digital simulations and dynamic interactive visualizers provide high cognitive support for spatial conceptualization.

Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

155. What is the primary function of a "Document Camera" (Visualizer) in classroom instruction?
(A) Scanning optical mark recognition (OMR) evaluation answer sheets for administrative grading
(B) Broadcasting radio audio signals across regional channels for educational distance learning
(C) Storing administrative document files and student paper records in school library archives
(D) Projecting real-time, magnified visual images of physical objects, workbooks, or live experiments

156. Which of the following represents an example of a "Projected Visual Aid"?
(A) Physical Globe model on teacher desk
(B) Slide Projector / Digital Projector presentation
(C) Wall Poster hung on classroom display board
(D) Wooden Model of internal organ structure

157. Under modern education policy frameworks, what is the recommended approach for integrating educational technology in primary and secondary education?
(A) Replacing physical school buildings entirely with virtual online distance education platforms
(B) Banning all digital devices and electronic tools in educational institutions nationwide by law
(C) Technology integration as a scaffold to enhance teaching, access, inclusion, and efficiency
(D) Restricting computer usage strictly to administrative record-keeping inside school offices

158. Which of the following traditional visual aids consists of a large sheet of paper with statistical data, numbers, or facts organized in structured rows and columns?
(A) Stream Chart
(B) Tree Chart
(C) Flow Chart
(D) Tabular Chart

159. What is the main characteristic of an "Interactive Flat Panel" (IFP) used in modern SMART classrooms?
(A) It requires a dark room and an external optical projector to display visual images on a wall
(B) It plays pure audio radio broadcasts without providing any visual screen display capabilities
(C) It functions exclusively as a magnetic display board for holding static paper cut-outs in class
(D) An all-in-one touch-sensitive display panel with built-in operating system and whiteboarding

160. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive pedagogical design mandates that digital learning materials must follow Web Content Accessibility Guidelines (WCAG) and universal design principles.
Reason (R): Universal design ensures that digital learning materials are accessible to all students, including CWSN with visual, hearing, or motor impairments.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

161. A biology teacher uses a "Micro-projector" during a lesson on plant cell structure. What is the specific pedagogical advantage of a Micro-projector?
(A) Projecting magnified visual images of microscopic slides onto a screen for whole-class viewing
(B) Recording high-frequency audio sounds emitted by microscopic organisms in biological lab setups
(C) Converting microscopic plant cells into physical three-dimensional plastic models

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automatically
(D) Printing detailed cell diagrams directly into student exercise books during biology period hours

162. Which of the following is a non-projected visual aid that displays visual images, maps, or illustrations printed on flexible plasticized cloth or vinyl that can be hung on wall hooks?
(A) Epidiascope
(B) Wall Chart / Wall Map
(C) Slide Projector
(D) Audio Podcast

163. Consider the following statements regarding "Augmented Reality" (AR) vs "Virtual Reality" (VR):
I. AR overlays digital images, text, or 3D models onto the real physical world view.
II. VR completely immerses the user in a synthetic, simulated digital environment, shutting out the physical surroundings.
III. AR requires expensive head-mounted displays in specialized dark rooms, whereas VR works only on paper charts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

164. What is the main purpose of "Micro-teaching" in developing instructional skills among pre-service and in-service teachers?
(A) Delivering full syllabus direct lectures to large auditoriums filled with secondary school students
(B) Preparing administrative financial budgets for school infrastructure and technology procurement
(C) Mastering component teaching skills in a controlled, scaled-down setup with immediate feedback
(D) Writing terminal examination question papers and scoring rubrics for central board examinations

165. Which of the following instructional aids is categorized as a "Traditional Visual Aid"?
(A) Interactive Flat Panel
(B) Augmented Reality Headset
(C) Educational Mobile App
(D) Chalkboard / Blackboard

166. What type of e-learning environment is characterized by real-time, live interaction between teacher and students through tools like video conferencing, live chats, and interactive polls?
(A) Synchronous E-Learning
(B) Asynchronous E-Learning
(C) Offline Self-Study
(D) Passive Print-Based Learning

167. A physics teacher wants to demonstrate the concept of magnetic field lines around a bar magnet. What is the most effective traditional hands-on visual aid combination for this demonstration?
(A) Dictating textbook definitions and theoretical rules of magnetism aloud in class
(B) Bar magnet, iron filings, and a clear plastic plate or sheet of paper
(C) Showing a static text paragraph on an overhead projector screen display
(D) Playing an audio recording describing magnetic field lines and magnetic poles

168. Which of the following digital platforms in India provides a unified ecosystem for school education, supporting continuous professional development of teachers through online modular courses?
(A) Government e-Marketplace (GeM) Portal
(B) NISHTHA on DIKSHA platform
(C) Public Financial Management System (PFMS)
(D) DigiLocker Digital Document Wallet

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169. Match List I with List II and select the correct option:
List I: (Teaching Aid)
P. Real Specimen
Q. Audio Tape
R. Smartboard
S. Flowchart
List II: (Key Pedagogical Value)
1. Auditory discrimination and listening development
2. Authentic, concrete visual and tactile interaction
3. Interactive digital visual synthesis and annotation
4. Logical sequential step-by-step presentation
(A) P-2, Q-1, R-3, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-3, S-2

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125. In the context of instructional design, what is "Cognitive Load Theory" primarily concerned with when developing visual instructional materials?
(A) Maximizing the amount of text and graphics on every visual slide to fully saturate student senses
(B) Measuring the physical weight of digital electronic equipment carried by subject teachers daily
(C) Designing visual aids that respect working memory capacity, avoiding split attention and clutter
(D) Ensuring that all enrolled students achieve identical standardized test scores regardless of effort

126. Match List I with List II and select the correct option:
List I: (Instructional Tool)
P. GeoGebra
Q. Audacity
R. Canva / Infographics
S. Google Classroom
List II: (Primary Domain of Application)
1. Audio recording and editing for podcasts
2. Interactive dynamic geometry and algebra
3. Learning Management System for course delivery
4. Visual design and graphic summary creation
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-3, Q-4, R-2, S-1

127. Which of the following is a non-projected visual aid that consists of a series of charts or pages bound together at the top that can be flipped over sequentially to present a lesson step-by-step?
(A) Slide Deck
(B) Epidiascope
(C) Flip Chart
(D) Interactive Whiteboard

128. What is a "Globe"?
(A) A flat two-dimensional projection map of Earth's surface printed on heavy paper stock
(B) A projected slide show presentation illustrating planetary weather patterns and climate
(C) A digital administrative software tool used for scanning OMR examination answer sheets
(D) A spherical 3D model of Earth representing landmasses, oceans, and spatial orientation accurately

129. Under modern educational frameworks, what is the role of technology in continuous diagnostic and formative assessment?
(A) To conduct single end-of-year high-stakes terminal examinations exclusively in physical halls
(B) Providing adaptive assessments, instant diagnostic feedback, and tracking of individual progress
(C) To eliminate all forms of student academic evaluation and progress tracking completely in schools
(D) To evaluate school administrative staff performance based strictly on student daily attendance

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Over-reliance on visual multimedia presentations without interactive dialogue can lead to passive visual consumption rather than deep cognitive processing.
Reason (R): Active learning requires students to articulate concepts, answer probing questions, solve problems, and synthesize information interactively.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. Which of the following traditional visual aids is best suited for displaying temporary notices, newspaper clippings, creative student artwork, and thematic educational exhibits in a school?
(A) Chalkboard
(B) Overhead Projector
(C) Bulletin Board
(D) Slide Projector

132. What is the expanded form of "PM eVIDYA"?
(A) Prime Minister's Scheme for Electronic Vidyalaya Digital Infrastructure and Youth Advancement in India

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178. What is the full form and function of "SWAYAM PRABHA"?
(A) System for Wide Academic Advancement of Youth — A nationwide automated examination web portal for students
(B) School Wide Area Network for Administrative Management — An internal administrative school messaging network
(C) Special Web Application for Youth Athletics and Music — A central physical education and sports web portal
(D) 34 educational DTH channels broadcasting high-quality learning programs 24x7 via GSAT-15 satellite

179. A school Principal observes that a teacher frequently uses flashcards with text that is too small to be read from beyond the second row. What specific pedagogical feedback should the Principal provide?
(A) Instruct the teacher to discontinue using flashcards permanently across all classroom instructional sessions
(B) Move all students sitting in the back rows to sit directly on the floor in front of the teacher's desk
(C) Advise following perceptual ergonomics: increase text size, contrast, and boldness for distance viewing
(D) Replace flashcards with pure audio tape recordings of the text played over classroom speakers continuously

180. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The integration of ICT tools in classroom instruction automatically guarantees higher academic achievement for all students.
Reason (R): Learning outcomes depend on effective alignment between technology, pedagogical strategies, instructional objectives, and meaningful learner engagement.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is false but R is true
(D) Both A and R are false

181. Which of the following is a key component of a "SMART Classroom" system that enables wireless presentation from a tablet or laptop to the central display panel?
(A) Overhead Slide Projector unit using optical transparencies
(B) Traditional Mechanical Spirit Duplicator Printing Machine
(C) Wireless Display Screen Mirroring / Casting Device
(D) Manual Desktop Paper Stencil Cutting Machine

182. What type of chart is specifically used to show numerical or statistical data through visual bars, columns, or pie slices for easy comparative analysis?
(A) Hierarchical Structural Tree Chart
(B) Graphic Data Chart (Bar graph, Pie chart)
(C) Branching Tributary Stream Chart
(D) Sequential Step Process Flowchart

183. Which of the following statements about "Textbooks" as instructional aids is consistent with modern curriculum frameworks?
(A) Textbooks should be treated as the sole authority, absolute truth, and single source of knowledge
(B) Textbooks must be completely memorized by all students for verbatim reproduction in examinations
(C) Serve as dynamic resources encouraging inquiry, critical thinking, and local context connection
(D) Textbooks should exclude all visual illustrations and learning activities to maintain theoretical rigor

184. In mobile learning (m-learning), what is "Micro-learning"?
(A) Teaching microscopic biological organisms using high-power magnifying glasses in science labs
(B) Conducting four-hour continuous uninterrupted lecture sessions on personal mobile phones in class
(C) Reducing the physical dimensional size of desktop computer keyboards for younger primary students
(D) Delivering short, focused content nuggets (2-5 min videos, quizzes) for quick retention

185. Consider the following statements regarding the pedagogical use of "Puppets" in primary and middle school education:
I. Puppets serve as expressive, non-threatening

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instructional aids for storytelling, language development, and social-emotional learning.

II. Puppets are non-projected visual/performing aids that foster active imagination and student participation.

III. Puppets are suitable only for formal written assessments in high school science.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

186. Which of the following is an essential step in the teacher's preparation phase BEFORE utilizing an audio-visual aid (such as an educational video) in class?

(A) Playing the video without previewing and leaving the classroom unattended during period hours
(B) Collecting cash viewing fees from individual students before playing educational videos
(C) Writing the entire video transcript manually on the chalkboard before playing the media file
(D) Previewing media content to ensure technical quality, accuracy, and pedagogical alignment

187. What is the primary distinction between "Projected Aids" and "Non-Projected Aids"?

(A) Projected aids are always completely free of cost, whereas non-projected aids are extremely expensive
(B) Projected aids can only be used outdoors, whereas non-projected aids are strictly restricted to computer labs
(C) Projected aids represent real physical objects, whereas non-projected aids represent theoretical concepts only
(D) Projected aids require an optical/light source to enlarge images, non-projected aids display directly

188. Match List I with List II and select the correct option:

List I: (Initiative)

P. PM eVIDYA
Q. NISHTHA
R. DIKSHA
S. SWAYAM PRABHA

List II: (Target Group / Core Scope)

1. Unified digital platform for school education and energized textbooks
2. 24x7 educational DTH channels for multi-modal broadcast
3. Comprehensive national initiative for multi-mode access to digital education
4. Continuous professional development training for teachers and school heads

(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

189. Which of the following digital platforms serves as an online library of free educational books, journals, and manuscripts hosted by the Ministry of Education?

(A) Government e-Marketplace (GeM) Portal
(B) Public Financial Management System (PFMS)
(C) National Digital Library of India (NDLI)
(D) Unified District Information System for Education (U-DISE+)

190. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): The integration of Educational Apps in secondary education must be guided by clear pedagogical objectives rather than technological novelty alone.

Reason (R): Technology tools selected without pedagogical alignment risk creating cognitive distractions and failing to support key learning outcomes.

Which of the following options is correct?

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

191. Which of the following visual aids is a non-projected 2D representation showing structural relationships, operational steps, or systematic functional pathways using symbols and connecting lines?

(A) Specimen
(B) Mock-up
(C) Globe
(D) Diagram / Flowchart

192. In the context of instructional technology, what is "Blended Learning"?

(A) Mixing two physical chemical solutions together in a laboratory setup during science

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class
(B) Teaching two completely different academic subjects simultaneously within a single period
(C) Combining face-to-face instruction with structured online digital learning activities
(D) Integrating physical sports activities directly with end-of-term written academic examinations

193. Which of the following is a characteristic feature of "Interactive Whiteboards" (IWBs)?
(A) Requiring paper transparencies and high-heat halogen projection light bulbs
(B) Touch-sensitivity allowing direct software operation on the display surface
(C) Complete lack of integrated audio playback and speaker output capabilities
(D) Inability to store or save digital annotations created during a live lesson

194. What is the primary role of "Workbooks" as supplementary print materials in school education?
(A) Replacing core subject textbooks completely as primary theoretical knowledge sources in school
(B) Functioning as official administrative daily attendance registers for classroom teachers
(C) Storing long theoretical essays and research papers for permanent school library reference
(D) Providing structured practice exercises and self-assessments that reinforce learned concepts

195. Consider the following statements regarding the "Digital Divide" in school education:
I. Digital divide includes disparities in device access, broadband internet availability, and digital literacy.
II. Bridging the digital divide requires equitable infrastructure provision, digital content availability, and teacher digital enablement.
III. Digital divide affects only higher education and has zero relevance to primary or secondary school students in public schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

196. Which of the following non-projected aids is designed to display three-dimensional physical cut-outs, models, or objects on a metallic board using magnetic force?
(A) Flannel Board
(B) Chalkboard
(C) Soft Board
(D) Magnetic Board

197. A history teacher uses an interactive timeline application on a SMART classroom screen where students can click on dates to reveal primary source documents, photos, and short audio clips. This instructional aid combination is best described as:
(A) Traditional Static Wall Map
(B) Interactive Multimedia Timeline
(C) Pure Audio Broadcast
(D) Non-projected physical specimen

198. Which of the following is an example of an "Audio Aid" commonly used for language learning and listening comprehension drills?
(A) Optical Slide Projector Unit
(B) Visual Flannel Board Display
(C) Digital Audio File / Podcast
(D) Geographical Wall Map Chart

199. What is the expanded form of "TPACK", a framework for teacher technology integration?
(A) Teacher Preparation and Classroom Knowledge
(B) Tactical Pedagogy and Content Management
(C) Technical Performance and Assessment Knowledge
(D) Technological Pedagogical Content Knowledge

200. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Realia and physical specimens provide concrete experiential anchors that enhance conceptual understanding in natural science subjects.
Reason (R): Concrete sensory interactions help bridge the cognitive gap between abstract scientific terminology and actual physical phenomena.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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(Digital Divide)
(B) Excess abundance of physical textbook copies stored in rural households across remote districts
(C) Complete absence of digital educational content hosted by government portals such as DIKSHA
(D) Statutory legal prohibition of remote digital distance education under national education policy

250. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Edgar Dale's Cone of Experience highlights that direct, hands-on experiences lead to deeper conceptual retention than abstract verbal representations alone.
Reason (R): Concrete experiences engage multiple sensory channels, establishing rich cognitive connections and concrete contextual understanding.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

251. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): School Principals must prioritize pedagogical utility over technological complexity when procuring and allocating instructional aids for classrooms.
Reason (R): Highly expensive digital hardware fails to produce meaningful learning gains if it does not align with curricular outcomes and effective teaching strategies.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

252. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The use of closed-captioned video modules and interactive visual representations is essential for inclusive pedagogy in classrooms containing hearing-impaired CWSN.
Reason (R): Captioning and visual representations translate auditory instructional cues into clear visual information, enabling equal access to curriculum content.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

253. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Printed workbooks and activity sheets serve as valuable scaffolds for self-directed learning and skill consolidation in secondary mathematics.
Reason (R): Workbooks completely replace the necessity of teacher-led diagnostic feedback and continuous formative assessment.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

254. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In the TPACK framework, content knowledge and technological knowledge are sufficient for effective modern classroom instruction.
Reason (R): Pedagogical knowledge is necessary to integrate technology and content into meaningful, learner-centered classroom practices.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is false but R is true
(D) Both A and R are false

255. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Textbooks should be supplemented

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adhesion
(A) P-2, Q-3, R-1, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-1, R-3, S-4
(D) P-3, Q-4, R-1, S-2

209. Which of the following non-projected visual graphic aids presents information through a combination of bold images, brief text captions, and striking design to build public awareness or illustrate a major theme?
(A) Epidiascope
(B) Poster
(C) Slide Projector
(D) Micro-projector

210. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Continuous teacher capacity building in educational technology is necessary to ensure effective instructional technology integration in schools.
Reason (R): Rapid technological advancement requires teachers to update both their digital software operational skills and their pedagogical integration strategies continuously.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

211. Which of the following is a primary feature of "DIKSHA" Energized Textbooks?
(A) Embedded microchips that read pages aloud automatically without any external scanner device
(B) Plastic waterproof covers that protect paper textbooks from physical water and dust damage
(C) QR codes scanned via smartphones to access digital resources matching the chapter topic
(D) Printed discount coupons for buying commercial stationery items at private book shops

212. What type of instructional model is characterized by integrating regular physical activity, sports elements, and movement games into academic subject lessons to reinforce learning concepts?
(A) Pure Rote Learning
(B) Lecture-Only Delivery
(C) Sports-Integrated Pedagogy
(D) Distance E-Learning

213. Consider the following statements regarding the selection of teaching aids for Children with Special Needs (CWSN):
I. Hearing-impaired students benefit significantly from visual aids like closed-captioned videos, visual charts, graphic organizers, and sign-language integration.
II. Visually-impaired students require tactile aids, Braille materials, audio recordings, and screen-reading digital software.
III. CWSN students should be excluded from using any instructional technology in public schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

214. Which of the following visual aids is non-projected, two-dimensional, and specifically used to show the step-by-step organizational hierarchy or reporting relationships in an institution?
(A) Branching Tributary Stream Chart
(B) Three-Dimensional Physical Globe
(C) Authentic Real Specimen Sample
(D) Organizational Structure Chart

215. What is the primary function of a "Learning Management System" (LMS) in school administration?
(A) Centralizing course delivery, assignment tracking, grade recording, and communication
(B) Managing the physical procurement and distribution of mid-day meals in primary schools
(C) Printing paper tickets and entry passes for inter-school sports events and competitions
(D) Recording daily financial cash receipts and sales records of school canteen operators

216. Which of the following visual aids is classified as "Projected"?
(A) Wall Chart pinned on soft board
(B) Physical Globe on teacher table
(C) Overhead Transparency projected via OHP
(D) Cut-away wooden model

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(C) A is true but R is false
(D) A is false but R is true

261. Consider the following statements regarding the pedagogical functions of "Instructional Aids" in secondary school teaching:
I. They reduce excessive verbalism and abstract verbal overload by providing concrete sensory representations.
II. They sustain student motivation and engagement by stimulating multiple perceptual channels.
III. They automatically guarantee 100% pass percentages in board examinations without teacher preparation.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

262. Consider the following features of the "DIKSHA" platform:
I. It serves as a national digital infrastructure for teachers, offering teaching resources, lesson plans, and professional training.
II. It features QR-coded Energized Textbooks linking physical textbook chapters to curated digital learning objects.
III. It requires mandatory payment of annual subscription fees by government school students.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

263. Consider the following statements regarding "Augmented Reality" (AR) and "Virtual Reality" (VR) in modern educational technology:
I. Virtual Reality (VR) fully immerses the user in a completely simulated digital environment, shutting out the real physical world.
II. Augmented Reality (AR) overlays computer-generated digital visual objects onto the real-world physical environment view.
III. Both AR and VR are restricted exclusively to theoretical physical sports coaching and cannot be used in science or history education.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

264. Consider the following statements regarding the selection criteria for effective "Visual Aids" (Charts, Maps, Slides):
I. High visual clarity, legibility from the back of the classroom, and appropriate color contrast.
II. Alignment with specific lesson learning objectives and student developmental levels.
III. Inclusion of maximum text paragraphs and dense complex jargon covering every inch of display space.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

265. Consider the following statements regarding "Learning Management Systems" (LMS) in school management:
I. An LMS facilitates centralized hosting of course modules, digital assignments, assessment tracking, and gradebooks.
II. An LMS supports both synchronous live interaction and asynchronous resource sharing for continuous learning.
III. An LMS automates the physical repair and civil engineering maintenance of school building structures.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

266. Consider the following statements regarding the pedagogical benefits of "Interactive Whiteboards" (IWBs) / Interactive Flat Panels (IFPs):
I. They enable direct touch/stylus manipulation, live annotation, dynamic drawing, and visual content saving.
II. They allow seamless integration of web resources, educational videos, 3D models, and digital software tools during live instruction.
III. They replace human teachers completely, allowing classrooms to function without adult supervision.
Which of the statements given above are correct?

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225. What is the primary purpose of the "PM eVIDYA" initiative launched under Atmanirbhar Bharat?
(A) Unifying digital, online, and on-air education initiatives for multi-mode access across India
(B) Distributing physical motorized vehicles to school headmasters for official administrative travel
(C) Privatizing public government schools and outsourcing management entirely to corporate bodies
(D) Replacing all physical school buildings with commercial call centers and corporate offices

226. Which of the following is a non-projected 3D visual aid that presents a working or simplified mechanical representation of a machine or system to explain its functional operations?
(A) Poster
(B) Mock-up
(C) Transparency
(D) Podcast

227. A science teacher uses an "Interactive Virtual Science Lab" software where students conduct simulated chemistry titrations on screen. This digital instructional aid is particularly beneficial because it:
(A) Eliminates the statutory requirement of learning scientific theory and equations
(B) Generates automatic administrative leave reports for science laboratory assistants
(C) Allows safe conduct of experiments without chemical consumption or lab hazards
(D) Restricts student inquiry strictly to single unchangeable pre-recorded outcomes

228. Which of the following pairs is CORRECTLY matched?
(A) DIKSHA — Commercial Paid Streaming Platform for Movies
(B) Epidiascope — Pure Audio Broadcast Device without visuals
(C) Globe — Two-Dimensional Flat Paper Drawing
(D) SWAYAM PRABHA — 34 DTH Educational TV Channels

229. Consider the following statements regarding effective teacher preparation for integrating ICT in SMART Classrooms:
I. Teachers should align digital content with specific curriculum learning outcomes.
II. Teachers must master both technological operations and interactive pedagogical techniques (TPACK).
III. Teachers should rely 100% on pre-recorded continuous video streaming without pausing for questioning or student interaction.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

230. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The use of multi-sensory teaching aids helps address individual learning differences and varied cognitive styles in an inclusive classroom.
Reason (R): Multi-sensory aids provide visual, auditory, tactile, and kinesthetic inputs, enabling diverse learners to process and access information through their preferred sensory modalities.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

231. Which of the following visual aids is non-projected, 2D, and specifically designed to display sequential visual steps of a process, historical progression, or procedural workflow?
(A) Three-Dimensional Globe
(B) Flow Chart / Sequence Chart
(C) Preserved Real Specimen
(D) Digital Audio Podcast

232. What is the expanded form and primary scope of "NISHTHA"?
(A) National Institute for Secondary Higher Technology, Academic Infrastructure, and Health Advancement
(B) Network for Integrated School Transport, Hostel Logistics, and Administrative Infrastructure
(C) National Infrastructure Scheme for High Technology and Academic Accreditation in Government Schools
(D) National Initiative for School Heads' and Teachers' Holistic Advancement - Teacher training scheme

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201. Which of the following traditional visual aids is best described as a spherical model that accurately represents the spatial scale, physical geographic boundaries, and axis inclination of planet Earth?
(A) Map
(B) Chart
(C) Globe
(D) Poster

202. What is the main characteristic of "Augmented Reality" (AR) in visual instruction?
(A) Replacing the user's real physical environment with a completely simulated synthetic world
(B) Reading aloud written text paragraphs from traditional paper reference books automatically
(C) Broadcasting educational radio audio signals over standard FM radio frequencies nationally
(D) Superimposing computer-generated 3D graphics onto the user's view of the real physical world

203. Consider the following statements regarding the "SWAYAM" portal:
I. SWAYAM provides online courses hosted in 4 quadrants (video, reading material, self-assessment, discussion forum).
II. SWAYAM courses are completely free for any learner.
III. SWAYAM is restricted exclusively to private school students and requires high monthly subscription fees.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

204. A teacher uses a set of "Algebra Tiles" (manipulatives) in Class VIII to help students visualize geometric representations of quadratic expressions like $x^2 + 5x + 6$. In instructional aid classification, these tiles are best categorized as:
(A) Pure Audio Distance Instructional Learning Aid
(B) Concrete Mathematics Manipulative / Tactile Material
(C) Projected Visual Slide Overhead Transparency
(D) Digital Administrative Data Analytics Spreadsheet

205. Which of the following represents an essential safety rule when using electrical projected aids (like overhead projectors, digital projectors) in classrooms?
(A) Covering projector heat vents completely with heavy cloth during operation to block dust
(B) Operating high-voltage electrical equipment on wet floor surfaces without rubber insulation
(C) Ensuring grounding, preventing tripping hazards, and allowing ventilation to prevent overheating
(D) Leaving projector lamps turned on continuously overnight after classroom instruction ends

206. Which of the following digital initiatives provides access to over 100+ high-quality educational channels broadcasting live and recorded lessons under PM eVIDYA?
(A) Government e-Marketplace (GeM) Portal
(B) Public Financial Management System (PFMS)
(C) Unified District Information System (U-DISE)
(D) SWAYAM PRABHA Educational DTH Channels

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207. What is a "Flip Chart"?
(A) A digital touchscreen tablet that flips its screen orientation automatically when shaken
(B) A pad of large paper sheets on an easel whose pages flip over sequentially during teaching
(C) A rigid wooden board covered with coarse sandpaper for visual adhesive displays
(D) An electronic digital audio playback device used for listening to speech recordings

208. Match List I with List II and select the correct option:
List I: (Instructional Technology)
P. DIKSHA
Q. VR Headset
R. Podcasting
S. Flannel Board
List II: (Core Feature)
1. Audio-based asynchronous content delivery
2. QR-coded Energized Textbooks and digital content repository
3. Fully immersive 3D digital virtual environment
4. Non-projected visual board utilizing fabric

(B) Slide Projector
(C) Epidiascope
(D) Podcast Player

242. What is the primary characteristic of "Asynchronous E-Learning" platforms like Google Classroom or Moodle?
(A) Real-time live face-to-face video streaming where all participants interact simultaneously online
(B) Mandatory physical presence inside school buildings daily for eight continuous hours
(C) Inability to record assessment grades, track submission dates, or store digital course resources
(D) On-demand access to content and assignments, allowing self-paced learning independent of time

243. Consider the following statements regarding "Flashcards":
I. Flashcards are compact visual cards used for rapid recall, vocabulary development, and drill practice.
II. Flashcards are effective tools for both individual self-study and interactive group classroom activities.
III. Flashcards must contain dense full-length academic chapters printed in tiny text fonts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

244. Which of the following digital platforms in India hosts free online MOOCs developed by top academic institutions for high school, undergraduate, and post-graduate students?
(A) PFMS
(B) GEM
(C) SWAYAM
(D) U-DISE+

245. What is the primary pedagogical purpose of incorporating "Art-Integrated Learning" (AIL) in secondary education?
(A) Replacing core science and mathematics subjects entirely with basic drawing courses in schools
(B) Evaluating specialized art teachers through written multiple-choice tests in school auditoriums
(C) Restricting artistic expression strictly to co-curricular clubs after official school hours end
(D) Deepening conceptual understanding and making learning joyful through visual and performing arts

246. Which of the following visual aids is classified as "3D Non-Projected"?
(A) Diorama, Mock-up, Model, Realia
(B) Wall Poster, Bar Graph, Flowchart
(C) Overhead Transparency, Slide Deck
(D) Audio Podcast, Radio Play

247. What is the core concept of "Flipped Learning"?
(A) Reversing the physical seating orientation of traditional classroom desks towards back walls
(B) Flipping official school examination schedules unexpectedly without prior administrative notice
(C) Teaching students academic concepts while standing on a physical gymnastics mat in gym halls
(D) Students study direct lectures at home digitally, using class time for guided problem-solving

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248. Match List I with List II and select the correct option:
List I: (Platform / Tool)
P. SWAYAM PRABHA
Q. e-Pathshala
R. NISHTHA
S. GeoGebra
List II: (Key Function)
1. Digital portal providing free access to e-textbooks and multi-media resources
2. 24x7 educational DTH TV channels broadcasting across India
3. Dynamic mathematics software for visual geometry and algebra learning
4. Continuous capacity-building program for school teachers and heads
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

249. Which of the following represents a major challenge in ensuring equitable digital learning access during remote or online learning contingencies?
(A) Disparities in device access, high-speed internet, and home study environments

217. In the context of the SAMR model, what happens at the "Redefinition" level of technology integration?
(A) Technology acts as a direct tool substitute with zero functional change in task design
(B) Technology is completely removed from the classroom environment during lesson periods
(C) Technology is used solely for printing term-end examination result sheets in offices
(D) Technology allows the creation of new pedagogical tasks previously inconceivable

218. Which of the following is an example of an "Audio-Visual" teaching material that provides structured, interactive self-paced learning content through video and dynamic audio-visual prompts?
(A) Static Printed Textbook Page Material
(B) Interactive Video Modules / E-Content
(C) Pure Audio Compact Disc Sound Recording
(D) Geographical Wall Map Display Chart

219. Match List I with List II and select the correct option:
List I: (Educational Technology Tool)
P. PhET Simulations
Q. Google Classroom
R. DIKSHA
S. Audacity
List II: (Core Pedagogical Application)
1. Interactive STEM science and math conceptual simulations
2. Cloud-based Learning Management System for class assignment workflow
3. National repository of energized textbooks and digital resources
4. Open-source audio recording and editing tool
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-1, Q-3, R-2, S-4
(D) P-3, Q-2, R-1, S-4

220. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Modern SMART classrooms should complement, rather than completely replace, hands-on experiential activities and physical laboratory experiments in science education.
Reason (R): Hands-on manipulation of real physical objects and direct laboratory experimentation develop crucial tactile skills, scientific inquiry, and authentic problem-solving abilities that virtual visual displays alone cannot fully provide.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

221. Which of the following traditional teaching aids consists of a large board where paper cut-outs, letters, or images stick due to static electricity or flannel/felt backing friction?
(A) Magnetic Board
(B) Peg Board
(C) Flannel Board / Felt Board
(D) Interactive Flat Panel

222. What is the primary characteristic of "Synchronous E-Learning"?
(A) Learning where students complete pre-recorded modules independently over months
(B) Reading paper textbooks in absolute silence inside central library study hours
(C) Learning where instructors and students interact online simultaneously in real-time
(D) Writing terminal paper examinations in physical examination halls without internet

223. Consider the following statements regarding "Workbooks" as teaching-learning materials:
I. Workbooks provide structured exercises for drill, practice, and skill reinforcement.
II. Workbooks allow students to work independently at their own pace.
III. Workbooks are meant to replace subject teachers entirely in high school classrooms.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

224. Which of the following visual aids is non-projected, two-dimensional, and depicts quantitative relationships, trends, or comparisons using visual symbols like bars, lines, or slices?
(A) Globe
(B) Specimen
(C) Mock-up
(D) Graph / Data Chart

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with authentic realia, local primary sources, and digital media in secondary history instruction.
Reason (R): Multi-source instructional design fosters critical historical thinking, source evaluation, and dynamic conceptual understanding beyond rote memorization.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

256. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Mobile learning (m-learning) affords ubiquitous, flexible, and context-aware learning opportunities for secondary school students.
Reason (R): Handheld mobile devices allow learners to access digital learning resources, collaborate, and complete self-paced tasks anytime and anywhere.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

257. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The DIKSHA platform's QR-coded Energized Textbooks bridge physical print materials with interactive digital e-content seamlessly.
Reason (R): Scanning QR codes printed on physical textbook pages instantly connects students and teachers to topic-specific videos, animations, and self-assessments.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

258. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Overhead Projectors (OHPs) and digital document cameras allow teachers to maintain eye contact and non-verbal rapport with the class during visual presentations.
Reason (R): Unlike traditional chalkboards, OHPs and document cameras allow teachers to face the class while operating or writing on the visual display area.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

259. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Cognitive load theory suggests that adding decorative background music and irrelevant animations to instructional video clips enhances student conceptual learning.
Reason (R): Extraneous cognitive processing distracts working memory capacity away from essential learning content, impeding mental schema construction.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is false but R is true
(D) Both A and R are false

260. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Interactive dynamic geometry software (such as GeoGebra) supports higher-order mathematical thinking and inquiry-based learning.
Reason (R): Dynamic geometry software allows students to manipulate geometric variables, test conjectures visually, and discover spatial properties through exploration.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A

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233. Which of the following digital platforms provides free access to thousands of e-books, research journals, and historical manuscripts across India?
(A) Government e-Marketplace (GeM) Portal
(B) Public Financial Management System (PFMS)
(C) National Digital Library of India (NDLI)
(D) Unified District Information System for Education (U-DISE+)

234. In the context of instructional design, what is "Gamification" in education?
(A) Turning entire school academic years into non-academic sports tournaments and recreational events
(B) Applying game mechanics (points, badges, challenges) to educational contexts to boost engagement
(C) Playing commercial video games during official classroom examination hours inside computer labs
(D) Replacing physical reference textbooks with sports equipment in school libraries permanently

235. Consider the following statements regarding the selection and deployment of "SMART Classrooms" in schools:
I. SMART classrooms combine interactive displays, digital content repositories, high-speed connectivity, and audio systems.
II. SMART classrooms completely eliminate the need for subject teachers and human pedagogical interaction.
III. SMART classrooms enable visualization of abstract concepts through dynamic animations, 3D models, and interactive simulations.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

236. Which of the following is an example of a "Non-Projected 2D Visual Aid"?
(A) Physical Globe
(B) Real Specimen
(C) 3D Plastic Model
(D) Wall Chart / Map / Poster

237. What is the core characteristic of "Open Educational Resources" (OER)?
(A) High license purchase fees required from public schools for downloading content
(B) Restricted access locked strictly behind commercial paid subscription paywalls
(C) Exclusive availability in physical printed form inside government archives only
(D) Free availability and open licensing permitting adaptation, reuse, and distribution

238. A geography teacher uses a sandbox or stream table to demonstrate river erosion, sediment transport, and delta formation. This instructional aid is best classified as a:
(A) Physical Simulation Model
(B) Pure Audio Broadcast Program
(C) Digital LMS Dashboard Portal
(D) Static Non-projected Handout

239. Which of the following pairs is INCORRECTLY matched?
(A) Interactive Flat Panel — Touch-enabled digital display device
(B) DIKSHA — Platform for Energized Textbooks and digital content
(C) Epidiascope — Pure audio cassette playback machine
(D) Globe — Three-dimensional scale model of Earth

240. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Educational technology integration must be evaluated based on its pedagogical effectiveness and impact on student learning outcomes, not merely on the quantity of hardware installed.
Reason (R): Merely installing computer hardware without effective teacher training, curriculum alignment, and interactive pedagogy fails to improve student conceptual understanding.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

241. Which of the following traditional visual aids consists of a smooth dark surface used for writing key instructional points, drawing diagrams, and displaying spontaneous pedagogical illustrations using chalk?
(A) Chalkboard / Blackboard

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(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

267. Consider the following statements regarding "Non-Projected Visual Aids":
I. Non-projected aids (such as models, charts, globes, specimens) do not require optical projection apparatus or continuous electrical power.
II. Non-projected aids are generally cost-effective, durable, easy to set up, and accessible for diverse classroom environments.
III. Non-projected aids are inherently incapable of facilitating direct hands-on observation or tactile learning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

268. Consider the following statements regarding the "PM eVIDYA" initiative:
I. It unifies all digital, online, and on-air education efforts in India to ensure equitable educational access.
II. It includes dedicated "One Class, One TV Channel" SWAYAM Prabha broadcasts from Class 1 to Class 12.
III. It bans all open-source digital educational platforms and restricts e-content access to private corporations.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

269. Consider the following statements regarding "Art-Integrated Learning" (AIL) instructional aids:
I. Art-integrated tools leverage visual arts, music, dance, and theatre to make academic concept learning multi-sensory and experiential.
II. AIL fosters cross-curricular linkages, creative problem-solving, and emotional engagement across core subjects.
III. AIL requires that core subject textbooks be discarded in favor of non-academic entertainment activities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

270. Consider the following statements regarding "Mobile Learning" (m-learning):
I. m-learning provides flexible, portable, "anytime, anywhere" access to instructional resources and collaborative digital tools.
II. m-learning supports bite-sized micro-learning modules and self-paced learning pathways.
III. m-learning guarantees complete immunity against digital distractions and internet connectivity challenges in remote areas.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

271. Consider the following statements regarding the classification and pedagogical utility of "Audio Aids":
I. Audio aids (such as podcasts, radio broadcasts, audio recordings) develop focused listening skills, auditory discrimination, and language pronunciation.
II. Audio aids are particularly effective for visual-spatial concept demonstrations like spatial rotation of 3D solids.
III. Audio aids offer valuable learning access for visually impaired students when combined with descriptive audio prompts.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

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272. Consider the following statements regarding "SWAYAM":
I. SWAYAM is a national MOOCs platform designed to deliver high-quality online courses free of cost.
II. SWAYAM courses follow a 4-quadrant approach (video, reading material, self-assessment, discussion forum).
III. SWAYAM is accessible exclusively to postgraduate university research scholars and excludes high school education.
Which of the statements given above are correct?
(A) I and II only

IV. OER strictly prohibit teachers from editing, customizing, or translating materials into local regional languages.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

284. Consider the following four statements regarding "Blended Learning" models in secondary schools:
I. Blended learning combines traditional face-to-face classroom teaching with planned online digital learning activities.
II. It allows for differentiated learning pathways, flexible self-paced study, and active collaborative in-person tasks.
III. Station Rotation, Flipped Classroom, and Flex models are popular structural designs of blended learning.
IV. Blended learning requires that students never attend physical school buildings or interact with human teachers face-to-face.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

285. Consider the following four statements regarding the effective utilization of "Chalkboards" in classroom instruction:
I. The teacher should structure the board logically, keeping date, subject, topic, and key focal terms clearly organized.
II. Handwriting should be legible, adequately sized, and maintain clear line spacing for back-row visibility.
III. Teachers should draw clear, labeled diagrams and emphasize key summary points during lesson synthesis.
IV. Teachers should fill the entire board with small, illegible dense text and erase crucial points immediately without giving students time to process.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

286. During a supervisory review of Class IX Science lessons in a school, the Principal observes that a teacher regularly uses static 2D textbook diagrams to explain the working of a 4-stroke internal combustion engine. The students struggle to grasp the sequential valve movements, piston displacement, and ignition timing, leading to low scores in formative conceptual assessments. The Principal decides to intervene to upgrade the pedagogical quality of instruction using appropriate instructional technology.

Which administrative and pedagogical directive by the Principal represents the most effective intervention to solve this instructional barrier?
(A) Direct the teacher to write the detailed textbook paragraph three times on the chalkboard for students
(B) Integrate a 3D digital animation / cut-away scale mock-up model demonstrating the 4-stroke cycle
(C) Instruct the teacher to skip the internal combustion engine topic entirely from the science syllabus
(D) Advise the teacher to assign the textbook chapter as passive home reading without using any visual aids

287. In a senior secondary school, the Mathematics teacher reports that Class XI students exhibit high abstract anxiety and conceptual confusion regarding 3D solid geometry and spatial vectors when taught solely through chalk-and-talk methods. The school recently received functional SMART classroom infrastructure and high-speed internet under ICT grants, but the equipment remains unused in the lab.

What is the most appropriate action by the Head of School (Principal) to ensure pedagogical optimization of available ICT resources?
(A) Issue a strict administrative warning to all enrolled students for failing to understand board presentations
(B) Lock the SMART classroom technology equipment permanently to safeguard it from operational wear and tear
(C) Direct the teacher to conduct abstract mathematics lessons exclusively in the school playground area
(D) Organize TPACK-aligned training on GeoGebra 3D software and monitor its integration into lesson plans

288. A High School teacher is planning a unit on "Environmental Conservation and Water Harvesting." The teacher approaches the Principal with four alternative proposals for instructional materials and field experiences

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internal mechanisms and operational functional relationships of complex systems.

IV. Dioramas are two-dimensional flat line drawings pinned onto traditional wooden blackboards.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

279. Consider the following four statements regarding the "TPACK" framework for teacher development:

I. TPACK stands for Technological Pedagogical Content Knowledge.

II. Content Knowledge (CK) refers to the subject matter knowledge that teachers teach.

III. Pedagogical Knowledge (PK) refers to the deep knowledge about processes, practices, and methods of teaching and learning.

IV. TPACK asserts that acquiring digital hardware operational skills automatically guarantees deep pedagogical transformation.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

280. Consider the following four statements regarding "Interactive Whiteboards" (IWBs) and "Interactive Flat Panels" (IFPs):

I. They allow teachers and students to interact with computer content directly using touch gestures or digital styluses.

II. Annotations, drawings, and visual notes made during a lesson can be digitally saved and distributed to absent students.

III. They enable the integration of dynamic audio, video, web resources, and educational software applications within a single interface.

IV. They operate entirely without electrical power, computing hardware, or software systems.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

281. Consider the following four statements regarding the "DIKSHA" platform and its national role in school education:

I. DIKSHA is an initiative of the Ministry of Education, providing high-quality open educational resources for students and teachers.

II. Energized Textbooks on DIKSHA feature embedded QR codes that link directly to topic-aligned interactive digital content.

III. DIKSHA supports continuous professional development of teachers through online training courses (NISHTHA).

IV. DIKSHA requires mandatory high annual subscription payments from parents of government school students.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

282. Consider the following four statements regarding "Print Materials" (Textbooks, Workbooks, Handouts) as instructional tools:

I. Textbooks provide core structured subject knowledge and theoretical frameworks aligned with state/national curricula.

II. Workbooks offer structured practice exercises, application problems, and formative self-assessment tasks.

III. Print materials remain highly accessible, portable, and versatile foundational teaching-learning resources.

IV. Modern national curriculum frameworks recommend that textbooks be treated as the absolute and sole repository of all knowledge.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

283. Consider the following four statements regarding "Open Educational Resources" (OER):

I. OER are teaching, learning, and research materials residing in the public domain or released under an open license.

II. OER permit free access, reuse, adaptation, continuous modification, and redistribution by educators and learners.

III. OER significantly reduce educational costs and promote equitable access to quality learning resources globally.

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ANSWERS

1. (B) To serve as sensory bridges that reduce abstract concepts to concrete, experiential mental representations
Instructional materials in secondary classrooms function as essential sensory tools that bridge theoretical concepts with concrete experience. By providing visual, auditory, or tactile stimuli, these instructional aids help learners construct clear mental representations of abstract ideas. This multisensory engagement reduces cognitive strain, minimizes pure verbalism, enhances memory retention, and facilitates deeper meaningful comprehension across diverse learning environments.

2. (A) I, II, III, IV, V
Edgar Dale arranged learning experiences along a continuum moving from direct concrete participation to pure visual and verbal abstraction. Direct purposeful experiences form the foundational concrete base, followed by contrived experiences like models. Motion pictures represent intermediate pictorial experiences, while visual symbols like charts and verbal symbols like text occupy the highest apex level of conceptual abstraction.

3. (C) Provide equitable, inclusive, and high-quality education by bridging pedagogical gaps via technology
Digital and audiovisual instructional integration aims to provide equitable and inclusive access to quality educational resources across public schools. Technology bridges pedagogical gaps by democratizing learning opportunities, expanding dynamic interactive content, supporting diverse learning needs, and ensuring uniform academic standards across rural and urban institutions, thereby promoting educational equity and comprehensive student achievement nationwide.

4. (D) Digital Podcast Player / Audio CD
Instructional devices are classified by sensory modality into visual, audio, or audiovisual categories. Digital podcasts and audio CDs deliver content exclusively through sound waves, targeting the auditory sense without visual components. Other projection tools, smartboards, or filmstrip projectors incorporate visual visualizers or electronic display surfaces, making standalone podcast players pure audio instructional aids.

5. (C) Listening activities develop auditory discrimination, focused attention, and imaginative conceptualization
Pure audio aids in science education require active listening, which strengthens auditory processing, sustained focus, and language comprehension. When listening to expert discourses or historic broadcasts, students create internal mental images of scientific concepts. This practice enhances imaginative conceptualization, verbal literacy, and listening skills while complementing experimental observations in comprehensive science pedagogy.

6. (B) I and III only
Visual aids effectively overcome physical classroom spatial and temporal constraints by bringing distant geographic or biological phenomena into direct view. Cognitively, visual representations facilitate dual-coding in working memory by combining verbal and visual information channels. This multi-modal processing benefits learners of all cognitive styles, contradicting the notion that visual aids assist only visual learners.

7. (D) Epidiascope (Opaque Projector)
An epidiascope or opaque projector uses high-intensity lamp illumination, mirrors, and optical lenses to project enlarged reflections of solid, non-transparent objects directly onto a viewing screen. Unlike standard overhead or slide projectors that require light transmission through transparent media, the epidiascope reflects light off opaque physical specimens, book pages, coins, or illustrations directly.

8. (A) Diorama
A diorama is a three-dimensional non-projected visual aid depicting a miniature scene with scaled physical figures and landscape objects against a painted background. Wall charts, posters, and flat diagrams exist strictly in two dimensions. Overhead transparencies require optical projection, making the diorama a classic

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to achieve deep conceptual understanding and active social responsibility among students.

Which of the following proposed instructional resource strategy options should the Principal approve as offering the highest experiential and pedagogical value according to Edgar Dale's Cone of Experience?

(A) Reading a ten-page theoretical academic journal paper on water conservation techniques aloud in class
(B) Dictating twenty short terminology definitions related to water management for student rote learning
(C) Displaying a static black-and-white map of water reservoirs without any class discussion or inquiry
(D) Combine a hands-on visit to a Rainwater Harvesting Plant with miniature models and a presentation

289. During an annual academic audit, the Principal notices that in Class VI social science sections, Children with Special Needs (CWSN)—specifically two visually impaired students and three hearing-impaired students—are struggling to engage during general visual projector presentations. The subject teacher relies exclusively on silent video clips without captions or audio descriptions.

What corrective instructional guidance must the Head of Institution enforce to ensure inclusive pedagogy?

(A) Instruct CWSN students to sit outside the classroom in the school library during technology sessions
(B) Use universal design: closed-captioned videos, tactile maps, Braille sheets, and descriptive audio
(C) Replace all instructional technology tools with pure oral lectures without visual or tactile support
(D) Exempt CWSN students from all evaluation assessments and formal examinations in social sciences completely

290. A middle school English teacher wants to improve Class VII students' oral listening comprehension, speech articulation, and expressive storytelling skills. The teacher requests funds from the school management account to purchase instructional aids for language teaching.

Which set of instructional aids and platforms should the Principal authorize to maximize language skill development and student engagement?

(A) Heavy industrial workshop machinery, carpentry apparatus, and physical Bunsen burners for labs
(B) Standard high-voltage epidiascopes, opaque projectors, and document visualizer cameras only
(C) Audio headsets, voice recording software / podcasts, visual flashcards, and puppet drama kits
(D) Printed financial accounting registers, blank ledger books, and administrative office paper forms

291. During a monthly pedagogical committee meeting, a Class X Physics teacher proposes replacing all physical laboratory experiments with pre-recorded video lectures on YouTube to complete the theoretical syllabus two months ahead of schedule.

How should the Principal evaluate and respond to this proposal based on sound science pedagogy standards?

(A) Approve the proposal fully, as finishing the syllabus quickly is the sole criterion of effective administrative leadership
(B) Reject proposal: virtual videos cannot replace hands-on lab experiments; recommend combining both
(C) Order the immediate dismantling and permanent removal of all physical science laboratories in the school building
(D) Direct the science teacher to deliver lectures without using any videos, textbooks, or physical laboratory experiments

292. A newly appointed Social Science teacher in Class VIII relies exclusively on traditional printed textbooks, assigning continuous passive silent reading during every period. Student engagement is poor, and disruptive behavior in the back rows is increasing. The Principal decides to mentor the teacher in stimulus variation and multi-sensory teaching aids.

Which instructional action plan recommended by the Principal best transforms this classroom situation?

(A) Advise the teacher to double the length of daily silent reading assignments to enforce absolute silence
(B) Vary stimuli via wall maps, documentary clips, DIKSHA QR-resources, and visual chart activities
(C) Transfer all disruptive back-row students

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(B) II and III only
(C) I and III only
(D) I, II, and III

273. Consider the following statements regarding "Projected Aids":
I. Projected aids use optical lenses, light sources, or digital displays to project enlarged images onto a screen or wall display.
II. Examples include slide projectors, overhead projectors, epidiascopes, and digital video projectors.
III. Projected aids function best in direct, unshaded sunlight without any ambient light management.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

274. Consider the following statements regarding the "Digital Divide" in school education:
I. It encompasses disparities in physical access to digital hardware, high-speed broadband internet, and quality digital content.
II. It includes gaps in digital literacy and technological confidence among students and teachers from marginalized backgrounds.
III. Bridging the digital divide requires establishing robust ICT infrastructure, providing open educational resources, and continuous teacher capacity building.
Which of the statements given above are correct?
(A) I, II, and III
(B) I and II only
(C) II and III only
(D) I and III only

275. Consider the following statements regarding the selection and evaluation of "Educational Apps" for secondary classroom deployment:
I. Educational apps should align directly with specific subject learning outcomes and pedagogical goals.
II. Educational apps should incorporate interactive feedback, adaptive scaffolding, and user-friendly navigation.
III. Educational apps should collect personal student commercial data for third-party monetization.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

276. Consider the following four statements regarding "Edgar Dale's Cone of Experience":
I. Direct, Purposeful Experiences sit at the base of the cone, representing the most direct, concrete form of learning.
II. Visual Symbols (diagrams, charts) and Verbal Symbols (written text) sit at the apex of the cone, representing abstract representations.
III. Contrived Experiences (models, mock-ups) modify real objects to make learning simpler and more practical for the classroom.
IV. The cone implies that older secondary school students must never be exposed to concrete experiences under any circumstances.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

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277. Consider the following four statements regarding the SAMR framework for technology integration:
I. Substitution represents the lowest level, where technology acts as a direct tool substitute with no functional change.
II. Augmentation occurs when technology acts as a direct tool substitute with functional improvements in learning tasks.
III. Modification represents a level where technology allows for significant task redesign.
IV. Redefinition represents the highest level, where technology allows for the creation of new tasks previously inconceivable.
Which of the statements given above are correct?
(A) I, II, III, and IV
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

278. Consider the following four statements regarding "Three-Dimensional Non-Projected Teaching Aids":
I. Realia refers to real physical objects brought directly into the classroom for authentic observation.
II. Models are proportional scale representations of real objects, which can be simplified, enlarged, or reduced in size.
III. Cut-away models and Mock-ups emphasize

and CWSN materials
(C) Spending 100% of the budget on high-end foreign VR gaming devices while ignoring basic laboratory kits
(D) Retaining all allocated funds unspent in school bank accounts indefinitely to show zero expenditure

298. In a middle school science lesson on "Ecosystems and Biodiversity," a teacher brings Class VI students to the school garden, provides magnifying lenses, directs visual observations of plant-insect interactions, and guides students to construct a 3D miniature diorama of a soil ecosystem using natural specimens.
How should the Principal classify this instructional experience within pedagogical framework standards?
(A) Passive visual presentation with zero instructional value for social science concept learning
(B) Experiential learning combining direct observation, realia, tactile manipulation, and 3D visual synthesis
(C) Administrative breach of school corridor discipline guidelines requiring formal supervisory review
(D) Pure rote drilling exercise focused strictly on standardized multiple-choice testing preparation

299. A teacher requests permission to launch a "Flipped Classroom" pilot project for Class X Mathematics, where students watch short explanatory concept videos and complete interactive digital self-assessments at home via DIKSHA/SWAYAM, while classroom time is dedicated entirely to guided problem-solving and peer collaboration.
What should be the Principal's decision and supervisory monitoring strategy?
(A) Reject the pilot project because traditional lectures are statutory mandates under official school rules
(B) Approve project, ensure equitable device/offline access, and observe class time usage for practice
(C) Approve the project and direct the subject teacher to stop attending physical school during class periods
(D) Mandate that students watch continuous 8-hour video lectures at home every night without taking rest breaks

300. A High School teacher uses an Interactive Flat Panel (IFP) during Class XII Biology, but spends the entire period displaying continuous, unpaused, complex 45-minute commercial documentary films while sitting silently at the teacher desk without asking questions or checking comprehension.
What is the primary pedagogical deficiency identified by the Principal, and what corrective action is required?
(A) Defect: IFP technology is inherently harmful; Action: Remove all IFP display screens from school immediately
(B) Defect: Passive video consumption; Action: Train teacher to pause clips for checks and discussion
(C) Defect: Video volume was too low; Action: Increase speaker volume to maximum without modifying lesson plans
(D) Defect: Film was too short; Action: Mandate playing two full-length feature films back-to-back in every period

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to another local public school immediately without counseling

(D) Direct the teacher to write entire textbook chapters on the chalkboard while students sit in absolute silence

293. A school receives QR-coded Energized Textbooks published for Classes VI to X. During a classroom inspection, the Principal observes that most teachers are unaware of how to leverage the embedded QR codes and are treating them as decorative design elements.
What is the most effective leadership step for the Principal to ensure seamless integration of DIKSHA e-content in daily teaching?

(A) Return all Energized Textbooks to the central publishing store and request non-QR traditional books instead

(B) Conduct a workshop on scanning QR codes via DIKSHA, linking e-content to plans, and mandate usage

(C) Impose heavy financial fines on teachers who do not purchase personal tablet computers for every student

(D) Prohibit students from bringing Energized Textbooks to school premises during regular academic period hours

294. In a High School Chemistry class, students consistently fail to visualize molecular structures, covalent bonding, and 3D electron cloud configurations through 2D blackboard line drawings. The teacher requests digital technological intervention to improve conceptual clarity.
Which instructional technology tool provides the most direct visual and cognitive scaffold for this problem?

(A) Pure audio tape recordings of chemistry lecture textbooks played continuously over classroom speakers

(B) Static printed tabular charts pinned permanently on corridor bulletin boards outside the classroom

(C) Standard spirit duplicator handouts containing unillustrated chemical text formulas and equations

(D) Interactive 3D molecular visualization software / AR chemistry apps allowing dynamic manipulation

295. During a remote or blended learning contingency, a Principal notices that students from low-income households struggle to attend live synchronous video classes due to limited family smartphone sharing and unstable mobile data bandwidth.
Which instructional strategy should the Principal direct teachers to adopt to bridge this digital divide and ensure equitable learning continuity?

(A) Conduct live synchronous virtual classes exclusively during late midnight hours when network traffic is low

(B) Use multi-modal asynchronous blended model: offline DIKSHA videos, podcasts, eVIDYA TV, workbooks

(C) Expel enrolled students who cannot afford dedicated personal laptops and high-speed fiber internet at home

(D) Suspend all teaching activities permanently until every household receives free fiber-optic internet connections

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296. A Class IX History teacher uses an Overhead Projector (OHP) daily, but students complain that they cannot read the projected text clearly due to severe light glare, low contrast yellow markers, and clutter on single transparency sheets.
Which visual design principles should the Principal instruct the teacher to apply to rectify these ergonomics flaws?

(A) Use small font sizes, decorative cursive scripts, and cover every millimeter of transparency with dense text

(B) Maintain high contrast, limit slide information density, use block fonts, and control room light

(C) Turn off all classroom light bulbs completely and project in total pitch darkness while keeping doors locked

(D) Switch permanently to reading unillustrated printed text aloud during class without using any visual aids

297. A School Principal is reviewing the annual budget allocation for instructional materials under school development funds. The Principal wants to ensure balanced procurement across traditional, activity-based, and modern ICT aids.
Which procurement plan demonstrates the most balanced, pedagogically sound administrative allocation?

(A) Spending 100% of available funds on commercial non-educational decorative posters for corridor walls

(B) Allocate funds across manipulative kits, SMART classroom maintenance, workbooks,

example of a tactile, three-dimensional visual teaching material.

9. (C) Models, Flashcards, Charts, Maps
Non-projected visual aids function without requiring electronic projection systems or light reflection devices. Physical models, flashcards, wall charts, and geographic maps are displayed directly to learners through physical exposure. Conversely, tools like slides, overhead transparencies, smartboards, document cameras, and epidiascopes rely on electronic displays or optical light projection mechanisms during instruction.

10. (A) Both A and R are true and R is the correct explanation of A
Audio-visual materials construct multi-sensory environments that reduce verbalism and significantly improve conceptual retention. Neuroscience confirms that sensory inputs engage distinct cortical regions simultaneously, enabling parallel cognitive processing. This dual activation reinforces neural memory pathways and facilitates deeper conceptual schemas, proving that cortical parallel processing directly explains why multi-sensory aids enhance long-term retention.

11. (D) Infographic / Bar Graph
Graphic visual aids utilize two-dimensional visual representations incorporating lines, symbols, numbers, and geometric forms to communicate quantitative or conceptual information concisely. Infographics and bar graphs format relational data visually for rapid analytical interpretation. Globes and formalin specimens are three-dimensional physical aids, while mock-ups represent structural models rather than flat graphic representations.

12. (B) Cut-away Model / Specimen
A cut-away model or specimen involves removing external structural layers of an object to expose internal operating mechanisms that are normally concealed. Disassembling an electric motor to showcase internal armatures, split rings, and brushes provides direct visual access to underlying functional components, serving as an effective three-dimensional instructional model in physics education.

13. (C) Maintaining a 45-degree stance while writing to ensure periodic eye contact with the class
Classroom chalkboard protocol dictates maintaining a forty-five-degree body angle while writing to sustain visual contact and classroom presence. Turning entirely away breaks interpersonal rapport and disrupts behavioral monitoring. Proper chalkboard usage also demands structured writing layout, clear legibility, controlled erasing after student comprehension, and selective synthesis of core lesson points.

14. (D) Timeline / Flow Chart
Timelines and sequential flow charts illustrate chronological relationships, historical progressions, and step-by-step developmental stages. By arranging historical events linearly along temporal markers, these charts help students visualize cause-and-effect sequences, historical continuity, and temporal relationships. Structural tree charts depict hierarchical classifications, while stream charts display converging components rather than linear temporal progressions.

15. (A) It preserves spatial scale, true shape, distance, and direction without cartographic distortion
A globe serves as an accurate three-dimensional scale model of Earth that preserves true spatial proportions, distances, shapes, and directional orientation without cartographic distortion. Flat two-dimensional maps inherently introduce spatial distortion when flattening spherical geometry. Globes effectively demonstrate spherical geographic concepts, planetary rotation, axial tilt, and day-night light cycles.

16. (A) I and II only
Textbooks provide core theoretical content, structured subject frameworks, and authoritative subject matter exposition. Workbooks complement textbooks by offering targeted practice activities, application tasks, and diagnostic self-assessments. Workbooks are consumable print materials designed for individual student writing, whereas reference textbooks are non-consumable assets maintained across academic sessions in institutional libraries.

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17. (B) Scaffolds that provoke critical thinking, open-ended inquiry, and local context connection
Modern curriculum frameworks view textbooks as flexible instructional scaffolds rather than absolute single sources of truth. Effective textbooks encourage open-ended inquiry, critical analysis, and connections to real-world local contexts. Treating textbooks as dynamic learning prompts prevents passive rote memorization, promotes analytical thinking, and encourages active learner engagement beyond formal textbook boundaries.

18. (A) P-2, Q-3, R-1, S-4
Instructional aids are categorized by operating design and medium. Slide projectors and overhead projectors utilize optical light projection, classifying them as projected visual aids. Real specimens exist as three-dimensional physical objects. Podcasts deliver audio recordings through sound waves. Educational simulation software operates interactively across digital computing platforms to enable active learner participation.

19. (C) Teachers can face students while presenting and write interactively on transparencies
Overhead projectors allow instructors to remain seated or standing while facing the class, maintaining direct eye contact and classroom management. Instructors can write or draw interactively on transparent plastic sheets in real-time under ambient room lighting, unlike traditional slide projectors that require dark environments and pre-arranged, unmodifiable visual slide sequences.

20. (A) I only
Flannel boards rely on friction and surface adhesion between coarse fabric backings like felt or sandpaper and the flannel cloth, rather than magnetic forces. They facilitate dynamic storytelling, visual sequencing, and interactive manipulation of movable pieces, making them highly effective non-projected visual aids for step-by-step pedagogical presentations in language and early education.

21. (B) Flashcards
Flashcards are small, portable cards containing brief text, numbers, or visual illustrations displayed rapidly to learners. They are designed for quick drilling, memory consolidation, vocabulary building, and arithmetic fact retrieval. Displaying flashcards sequentially stimulates rapid recall, reinforces visual memory, and supports structured formative feedback during individual or whole-class activity sessions.

22. (B) Large paper sheets mounted on an easel that turn over sequentially during instruction
A flip chart consists of a pad of large paper sheets mounted on a portable easel stand. Instructors present sequential lesson steps, diagrams, or outlines by turning individual pages over the top binding. This non-projected graphic tool provides an adaptable writing surface for interactive brainstorming, step-by-step problem solving, and cumulative visual summaries.

23. (A) Both A and R are true and R is the correct explanation of A
Integrating ICT tools transforms instruction from teacher-led information transmission to student-centered knowledge construction. ICT environments offer interactive, exploratory, and collaborative learning opportunities that enable students to process information actively at personalized paces. These technical features empower cognitive engagement, providing a direct explanation for the shift toward constructivist, learner-centered classroom environments.

24. (D) Automatically eliminating the need for lesson planning, reflection, and teacher intervention
ICT integration enhances educational quality by expanding access to updated digital resources, enabling adaptive learning, and visualizing abstract phenomena through interactive digital simulations. However, technology never eliminates the necessity for systematic lesson planning, pedagogical reflection, or active teacher guidance. Instructional tools serve as scaffolding mechanisms that complement, rather than replace, reflective teaching practices.

25. (A) I and II only
Interactive whiteboards combine touch-sensitive digital displays, computing systems, and visual projection capabilities. Users can manipulate software applications directly on the screen surface via touch or digital stylus and annotate over digital content in real-time to save modified files. IWBs provide digital display interactions, but they lack hardware mechanisms to convert digital files into physical objects.

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26. (C) Screencast
A screencast is a digital video recording of a computer screen display accompanied by continuous audio narration. Teachers capture step-by-step problem-solving procedures, software demonstrations, or lecture slides on screen while recording vocal explanations. This created digital output serves as an effective asynchronous learning resource for self-paced student review and targeted academic revision.

27. (D) Digital Infrastructure for Knowledge Sharing - A national digital platform for teachers and students
DIKSHA stands for Digital Infrastructure for Knowledge Sharing, a national digital platform managed by the Ministry of Education in India. It serves as an open educational repository offering curriculum-aligned digital resources, energized textbooks, instructional video lectures, practice assessments, and continuous professional development modules for teachers, students, and educational administrators nationwide.

28. (A) Access linked digital resources like explanations, activities, videos, and worksheets for the topic
Energized Textbooks feature Quick Response codes printed alongside specific chapter topics. Scanning these embedded codes with mobile devices grants immediate access to curated digital learning resources, including conceptual video explanations, interactive simulations, practice worksheets, and supplementary audio explanations. This bridges physical print textbooks with dynamic multimedia content to deepen conceptual understanding.

29. (C) Access, Equity, and Quality
SWAYAM is designed to achieve the three core principles of national education policy: Access, Equity, and Quality. By hosting open online courses ranging from high school through post-graduate levels, SWAYAM democratizes learning access, provides high-quality educational materials from leading academics, and reaches disadvantaged student populations to bridge digital and educational divides.

30. (A) SWAYAM PRABHA
SWAYAM PRABHA is a group of educational direct-to-home channels broadcasting high-quality learning programs continuously using satellite technology. Operating under national digital initiatives like PM eVIDYA, it delivers curriculum-based educational television content across school and higher education levels, ensuring uninterrupted learning access for households with limited internet connectivity or digital bandwidth.

31. (B) SWAYAM Prabha TV channels allocated for each class from Class 1 to 12 streaming educational content
Under the PM eVIDYA initiative, the One Class One TV Channel program allocates dedicated SWAYAM Prabha educational television channels for each school grade from Class 1 through Class 12. These channels broadcast grade-appropriate, curriculum-aligned educational programming continuously, expanding distance learning reach across rural and remote regions lacking high-speed internet.

32. (A) I, II, and III only
A functional smart classroom requires an interactive display surface or smartboard with video projection, a computer system with internet access, and an adequate audio amplification system. These core ICT components enable dynamic visual display, multimedia streaming, and interactive digital engagement. Specialized virtual reality motion tracking rooms represent costly advanced environments unnecessary for standard smart classrooms.

33. (D) Ubiquitous “anytime, anywhere” contextual learning extending beyond physical classroom walls
Mobile learning is defined by hardware portability and seamless connectivity, affording ubiquitous learning access across diverse spatial and temporal contexts. Unlike stationary computer laboratories, handheld devices enable learners to interact with educational content, collaborate on tasks, and document real-world observations anytime and anywhere, extending academic discovery beyond traditional school walls.

34. (A) Augmented Reality (AR)
Augmented Reality overlays computer-generated digital three-dimensional objects, models, or informational visuals onto real-world camera views in real-time. Students examine complex atomic structures or solar system orbital mechanics interactively while retaining visual connection to their physical environment. This

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India by offering multi-lingual, multi-modal educational resources aligned with state and national curricula. Access to video explanations, worksheets, and textbooks across diverse digital devices enables learners to engage with content matched to their linguistic and learning requirements.

111. (D) Using visual/performing arts to make learning experiential, creative, and conceptually deeper
Art-Integrated Learning is a pedagogical framework that embeds visual and performing arts into academic subject teaching. Integrating drawing, drama, music, and craft activities transforms abstract concepts into experiential, joyful learning experiences, enhancing creative expression, cross-curricular connections, and deeper conceptual understanding across subjects.

112. (D) Provides dynamic visual spatial representation of macroscopic processes that static maps cannot show
Satellite animations display continuous cloud movement, wind patterns, and precipitation dynamically across spatial regions. This animated presentation helps social science students visualize macroscopic, time-dependent atmospheric processes that static physical maps cannot represent, enhancing spatial and conceptual understanding of monsoon phenomena.

113. (C) National Repository of Open Educational Resources (NROER)
NROER stands for National Repository of Open Educational Resources, a digital platform managed by the Ministry of Education and NCERT. It hosts an extensive collection of open educational resources—including digital textbooks, interactive modules, audio clips, videos, and visual documents—available in multiple languages for school education.

114. (A) I and II only
Evaluating school textbooks requires assessing content accuracy, pedagogical alignment with curricular goals, contextual relevance, age-appropriate language, and fair representation of gender, social equity, and inclusion. Physical weight is not a valid measure of textbook quality, as modern educational policies advocate reducing textbook weight to prevent physical strain on students.

115. (D) Capturing live images of documents or 3D objects and displaying them enlarged onto a screen
A document camera or visualizer is a digital projection tool that captures real-time images of physical documents, workbook pages, specimens, or live demonstrations. Connected to a digital projector or interactive display, it projects magnified visual images to the entire class, enabling interactive examination of fine details and printed text.

116. (B) Leveraging game mechanics (points, challenges, feedback) to enhance motivation and conceptual learning
Interactive educational games apply game design elements—such as points, progressive challenges, immediate feedback, and goal achievement—to educational settings. These mechanics increase learning motivation, sustain cognitive engagement, and reinforce conceptual understanding across STEM and humanities subjects when integrated into structured lesson plans.

117. (C) A graphic chart depicting relationships, genealogical lines, or hierarchical branching from a source
A tree chart is a graphic visual aid that displays hierarchical relationships, genealogical developments, or structural classifications. Starting from a single trunk or root origin, it branches into related sub-categories, visually representing historical lineages, family trees, or taxonomical classifications in social and natural sciences.

118. (D) Collecting and analyzing learner data to understand and optimize learning processes and environments
Learning Analytics within Learning Management Systems involves collecting, analyzing, and reporting digital student data, including resource access frequency, assessment scores, assignment submission times, and engagement patterns. Teachers use these analytics to track student progress, identify learning difficulties, and optimize instructional design to support individual learner needs.

119. (C) Pull-up / Roll-up Chart or Map
Pull-up or roll-up wall charts and maps are portable non-projected visual aids mounted on flexible canvas or vinyl attached to spring-

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between text and background, bold legible typography visible from distance, clean spatial layout, and minimal visual clutter. These layout principles optimize visual processing, reduce eye strain, prevent split-attention effects, and maintain focused cognitive attention across large classroom environments.

44. (D) Hands-on manipulation of physical wooden or plastic solid models and net cut-outs
Abstract spatial concepts like three-dimensional solid geometry are learned most effectively through direct tactile manipulation of concrete objects. Handling physical solid models and folding net cut-outs provides immediate kinesthetic and visual representations of spatial faces, edges, and vertices, constructing foundational mental representations prior to introducing formal geometric formulas.

45. (B) Annual physical verification of stock and entering records in the Stock Register
Financial and administrative guidelines mandate annual physical verification of non-consumable stock assets, including laboratory apparatus, projectors, models, and microscopes. Educational institutions record equipment procurement, working status, and physical location within official Stock Registers. Regular physical auditing ensures institutional accountability, prevents resource loss, and maintains functional teaching inventory.

46. (C) Materials in the public domain or under open licenses permitting free access, reuse, and sharing
Open Educational Resources are teaching, learning, and research materials residing in the public domain or released under open intellectual property licenses. OER can be accessed, downloaded, adapted, modified, and redistributed freely without paying commercial licensing royalties, thereby promoting equitable access to quality learning resources across diverse educational systems.

47. (D) Guiding teachers to use video clips interactively, pausing for questions and guided discussion
Effective pedagogical leadership involves guiding teachers to use digital video content interactively rather than as passive entertainment. Instructional best practice requires selecting brief video clips, pausing media playback to pose analytical questions, checking student comprehension, and facilitating reflective discussions to transform passive screen viewing into active cognitive engagement.

48. (A) Analyzing
Using spreadsheet software to organize raw datasets, generate dynamic charts, identify statistical patterns, and interpret underlying trends engages the Analyzing level of Bloom's Revised Taxonomy. Learners break down complex data into constituent components, examine structural relationships, and differentiate relevant variables, going beyond lower-level factual recall or basic algorithmic execution.

49. (C) Kahoot! / Quizizz
Kahoot! and Quizizz are popular web-based gamified assessment platforms that allow teachers to create interactive quizzes, live learning competitions, and formative surveys. By incorporating instant feedback, point scoring, time challenges, and leaderboards, these gamified digital platforms enhance student motivation, encourage active participation, and provide real-time diagnostic performance data.

50. (A) Both A and R are true and R is the correct explanation of A
Instructional aids function as supplements to complement, rather than supplant, the active pedagogical role of the teacher. Technological tools lack adaptive empathy, diagnostic intuition, nuanced questioning, and dynamic interpersonal responsiveness required for social-emotional learning and pedagogical mediation, explaining why human guidance remains irreplaceable in effective classroom learning.

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51. (D) Bulletin Board / Felt Board
Felt boards and bulletin boards are two-dimensional non-projected visual aids designed to display printed graphics, text cards, or visual exhibits. Felt boards utilize surface friction with rough backing materials like sandpaper for pin-less adhesion, while soft bulletin boards hold static notices and visual projects using standard push pins.

52. (B) Integration of tactile diagrams, Braille maps, and screen-reading audio technologies
Inclusive pedagogy mandates adapting instructional materials to provide equal learning access for Children with Special Needs. Visually

real-time overlay distinguishes augmented reality from pure virtual reality or static print materials.

35. (A) Both A and R are true and R is the correct explanation of A
Virtual Reality simulations offer safe, controlled environments for observing chemical reactions and conducting hazardous or costly laboratory experiments. VR headsets submerge learners in interactive three-dimensional digital spaces where variables can be manipulated without safety risks or expense. This safe exploratory capability directly explains why virtual reality serves as a valuable pedagogical tool in secondary science.

36. (A) I and II only
Learning Management Systems provide integrated software environments for centralizing course content, managing instructional resources, collecting digital assignments, tracking student learning analytics, and recording grades. Systems like Moodle or Google Classroom automate administrative learning workflows and assessment records, though they do not manage physical school building infrastructure or furniture maintenance.

37. (B) Alignment with specific learning outcomes, student development, and pedagogical relevance
Selecting instructional aids requires prioritizing pedagogical alignment with specific learning objectives, student developmental readiness, and conceptual relevance. Technology complexity, commercial aesthetic design, or financial cost should never supersede pedagogical utility. Effective instructional selection ensures that chosen materials reduce cognitive load, clarify target concepts, and directly support defined student learning goals.

38. (D) Disparities in access to digital devices, internet connectivity, and digital skills among students
The term Digital Divide describes socio-economic inequalities regarding access to modern information and communication technologies. It encompasses disparities in physical device ownership, broadband internet connectivity, and necessary digital literacy skills across different demographic groups. Bridging this gap requires equitable infrastructure allocation, open educational content, and digital skill building for underserved populations.

39. (C) NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)
NISHTHA is a comprehensive national capacity-building program launched by the Ministry of Education to train school heads, teachers, and educational administrators. It focuses on improving learning outcomes through learner-centered pedagogy, competency-based education, inclusive classroom strategies, activity-based learning, and effective integration of ICT tools across primary and secondary school levels.

40. (D) Technological Knowledge, Pedagogical Knowledge, Content Knowledge
The TPACK framework highlights that effective technology integration requires intersecting three core domain areas: Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. Teachers must understand subject content, master effective pedagogical strategies, and know how technology tools interact with content delivery and teaching methods to create engaging, learner-centered instruction.

41. (B) Technology-enabled inquiry and discovery learning
Utilizing dynamic geometry software allows students to manipulate geometric shapes, observe invariant properties, test mathematical hypotheses, and verify theorems through direct visual feedback. This hands-on digital exploration represents technology-enabled inquiry and discovery learning, shifting instruction from rote rule memorization to active mathematical conceptualization and meaningful problem solving.

42. (D) Educational Sound Film / Digital Video Output
Projected audio-visual aids combine synchronized visual images and sound output using optical projection or electronic screen hardware. Educational sound films and digital video modules project moving visual images while reproducing synchronized audio tracks simultaneously. Silent slide displays, flannel boards, and pure radio broadcasts lack synchronized audio-visual capabilities, placing them in alternative classifications.

43. (A) High background text contrast, legibility from the back row, and minimal cognitive clutter
Visual instructional design requires adherence to perceptual ergonomics, including high contrast

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dynamically in three dimensions, providing visual feedback that facilitates spatial reasoning beyond static planar representations.

62. (C) Statement I is correct but Statement II is incorrect
Effective integration of teaching aids requires thorough pre-planning, clear presentation, and follow-up discussion led by the teacher. Simply displaying visual media or playing videos without active pedagogical scaffolding, targeted questioning, and conceptual integration fails to produce deep cognitive understanding, making passive exposure ineffective for meaningful learning.

63. (D) Real-life objects, physical items, or authentic artifacts brought into class for direct study
Realia refers to actual real-world objects, authentic physical items, plants, rocks, historical artifacts, or everyday materials brought directly into the classroom for instructional study. Working with realia provides direct concrete sensory experiences, bridging abstract academic concepts with real-world physical objects through direct observation and tactile exploration.

64. (D) A 3D miniature scene showing figures, objects, and mini flora/fauna against a painted background
A diorama is a three-dimensional miniature scene displaying physical figures, scaled models, and artificial terrain objects arranged against a realistic painted background. In social science and ecology lessons, dioramas visually recreate specific ecosystems, historical events, or cultural settings, offering tactile and visual context to enhance spatial understanding.

65. (B) Discussion forums and message boards where posts are read and answered at different times
Asynchronous digital communication tools allow teachers and students to interact independently of time and physical location. Online discussion forums and message boards enable participants to post questions, submit responses, and reflect on peer contributions at different times, contrasting with synchronous live video sessions that require real-time presence.

66. (B) Apply cognitive load theory by simplifying visuals, limiting slide density, and adding pauses
Presenting excessive dense slides causes cognitive overload by exceeding working memory capacity. Instructors should apply cognitive load theory by simplifying visual layouts, reducing text density, eliminating non-essential visual elements, and embedding instructional pauses for questioning, thereby allowing working memory to process and construct meaningful mental schemas efficiently.

67. (D) Educational Television Broadcast
Educational television broadcasts combine moving visual images with synchronized sound, making them complete audio-visual teaching aids. Visual maps, pure radio drama transmissions, and standard tape recordings provide inputs through single visual or auditory channels only, whereas television broadcasts engage auditory and visual sensory processing simultaneously.

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68. (A) I and II only
Projected aids require optical lenses or electronic light sources to project enlarged images onto display surfaces, whereas non-projected aids display visual content directly without needing projection hardware or electrical power. However, neither aid type is universally superior; selection depends on class size, learning objectives, equipment availability, and pedagogical context.

69. (B) The 4-quadrant approach of SWAYAM online courses
SWAYAM online courses are structured around a four-quadrant instructional approach: video lectures in Quadrant I, downloadable reading material in Quadrant II, self-assessment tests and quizzes in Quadrant III, and an interactive online discussion forum for doubt clarification in Quadrant IV. This framework ensures comprehensive asynchronous learning support.

70. (C) A is true but R is false
Differentiated instructional design requires varying teaching aids and learning materials to match diverse student readiness levels, learning preferences, and individual needs. Using a uniform teaching aid across all topics and learners ignores individual learning differences, failing to provide the varied scaffolding necessary to achieve equity or close achievement gaps.

71. (C) Three-dimensional non-projected visual aid
A cutaway globe or cross-section Earth model is a physical three-dimensional non-projected visual aid. By showing Earth's internal geological layers like the mantle, outer core, and inner core in three dimensions, it provides a scaled physical

representation that learners observe directly without needing electronic projection technology.

72. (D) Inadequate hardware infrastructure, unreliable power supply, and lack of affordable connectivity
The digital divide in rural and marginalized communities stems from structural barriers, including inadequate hardware availability, unstable electricity, limited internet bandwidth, and high connectivity costs. Addressing these digital infrastructural deficits is essential for enabling equitable access to modern digital education initiatives across all geographical regions.

73. (D) Accessibility features like screen reader support, adjustable contrast, and closed captioning
Inclusive educational software must incorporate accessible universal design features to accommodate Children with Special Needs. Features such as screen reader compatibility for visually impaired users, high-contrast display options, adjustable font sizes, and closed captioning for hearing-impairments ensure equitable access and usability across diverse functional abilities.

74. (B) Systematically shifting sensory channels (e.g., audio to visual) to sustain student attention
Stimulus variation is a micro-teaching skill where the teacher systematically varies instructional behaviors, speech patterns, physical gestures, and sensory interaction channels. Alternating between visual display tools, oral explanations, and tactile activities prevents monotony, stimulates learner alertness, and maintains sustained cognitive focus throughout the classroom lesson.

75. (B) Overlaying 3D digital biological structures onto real-world camera views via mobile devices
Augmented Reality in biology education enhances learning by superimposing interactive digital three-dimensional models, such as biological cells or organ structures, onto real-world visual environments via mobile device cameras. This combination allows learners to explore spatial structures interactively while maintaining physical awareness of their surrounding environment.

76. (A) P-2, Q-3, R-1, S-4
National digital initiatives fulfill specific educational functions: SWAYAM operates as a national MOOC portal for online courses; DIKSHA provides digital infrastructure and energized textbooks with QR codes; PM eVIDYA unifies digital, broadcast, and online learning channels; and NISHTHA delivers integrated professional development training for teachers and school leaders.

77. (B) Picture story sequence flashcards
Displaying sequential wordless picture cards requires students to analyze visual details, arrange events logically, and construct narratives orally. These non-projected visual graphic aids promote narrative language skills, temporal reasoning, and creative expression, serving as effective visual prompts for language development in middle school classrooms.

78. (D) Magnetic Board
A magnetic board utilizes metallic surfaces and magnetic forces to hold movable cutout pieces, letters, numbers, and visual diagrams securely. Teachers and students reposition magnetic components dynamically during instruction, making it an interactive non-projected visual display board for mathematics, language drills, and structural presentations.

79. (B) To develop ICT literacy, provide digital learning access, and integrate technology into teaching
Establishing ICT labs in government secondary schools aims to build digital literacy, afford access to educational technology resources, and integrate digital tools into daily classroom pedagogy. These computer facilities enable students to gain essential digital skills, conduct research, and engage with interactive digital learning resources across subjects.

80. (D) Both A and R are false
Concrete instructional aids like counting tiles and manipulative blocks retain significant value in secondary mathematics for bridging abstract algebraic or geometric concepts. Furthermore, developmental psychology confirms that learners of all ages benefit from concrete visual and tactile representations when encountering complex or novel abstract ideas, disproving both assertions.

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81. (B) Live virtual sessions (e.g., Zoom) where teacher and students interact simultaneously in real-time
Synchronous e-learning involves real-time digital interaction where instructors and learners participate simultaneously. Live virtual classrooms, real-time video conferencing, and interactive chat tools enable immediate verbal communication, instant questioning, and dynamic collaborative exchange, distinguishing synchronous formats from asynchronous pre-recorded videos or offline reading modules.

82. (B) Inserting small pegs into grid holes to develop fine motor skills, spatial patterns, and counting
A peg board is a tactile and visual teaching aid featuring a perforated grid into which small plastic or wooden pegs are inserted. It is used in early education and special pedagogy to develop fine motor coordination, hand-eye spatial alignment, pattern recognition, counting skills, and basic geometric modeling.

83. (D) Learning occurring independently of time/place, allowing self-paced access to materials and tasks
Asynchronous e-learning occurs independently of real-time presence, allowing learners to access instructional materials, view recorded lectures, and submit assignments at flexible times and locations. This self-paced learning model utilizes digital platforms, discussion forums, and downloadable resources to support flexible, self-directed study schedules.

84. (A) Interactive Computer Simulation / Animation
Microscopic, unobservable phenomena such as gas particle movement at varying kinetic temperatures are represented effectively through dynamic computer simulations and animations. Interactive digital simulations visually model particle velocity, collisions, and thermodynamic behavior, allowing students to observe and manipulate abstract physical variables in real-time.

85. (A) I and II only
Evaluating educational applications requires verifying alignment with target learning outcomes, pedagogical soundness, and user interface safety, including freedom from commercial advertisements and privacy risks. Quality educational software should encourage problem solving and higher-order thinking, rather than relying exclusively on rote mechanical drilling exercises.

86. (D) Ensuring hardware functionality, entering repair requests, and promoting usage by subject teachers
School Principals hold administrative and pedagogical responsibility for ensuring ICT lab functionality, monitoring maintenance contracts, facilitating prompt equipment repairs, and encouraging teachers to integrate technology into subject instruction. Effective leadership ensures technology hardware is actively utilized for meaningful student learning rather than left locked in storage.

87. (B) An actual plant, animal, or mineral object preserved in its natural state for scientific study
A specimen is an actual plant, animal, rock, or mineral sample preserved in its natural condition—often in formalin or dried mounts—for direct scientific examination. Biological specimens allow students to observe authentic physical structures, textures, and morphological features directly, serving as non-projected realia in science education.

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88. (C) Poster
A poster is a two-dimensional non-projected visual graphic aid that combines bold visual illustrations, striking titles, and concise text on heavy paper or cardstock. Designed to convey a clear, immediate message, posters build social awareness, summarize thematic topics, and display core subject concepts visually across learning environments.

89. (A) SAMR Model (Puentedura)
The SAMR model, developed by Ruben Puentedura, categorizes technology integration into four progressive levels: Substitution, Augmentation, Modification, and Redefinition. The model guides educators in moving from using technology as a simple tool replacement to leveraging it for transforming instruction and creating novel, technology-enabled learning tasks.

90. (B) Augmentation
In the SAMR framework, Augmentation occurs when technology acts as a direct substitute for a traditional tool while adding functional improvements to the learning task. Replacing

impaired students require tactile diagrams, relief maps, embossed Braille materials, and screen-reading audio software. These accommodations translate visual content into tactile and auditory modalities, ensuring full curricular participation and equitable academic engagement.

53. (C) Combining face-to-face instruction with online digital components and self-paced technology tasks
Blended learning integrates traditional face-to-face classroom instruction with structured digital e-learning activities. This hybrid pedagogical model combines teacher-led classroom instruction, collaborative peer group work, and self-paced online learning modules, allowing students to benefit from both interpersonal classroom interactions and flexible digital learning resources.

54. (D) Enabling students to visually construct, organize, and articulate complex concept networks
Cognitive tools or mind tools are digital applications that scaffold and expand higher-order thinking processes. Mind mapping applications allow learners to visually map abstract concepts, construct hierarchical visual networks, link related ideas, and organize complex thematic relationships, thereby supporting structural knowledge organization and active constructivist learning.

55. (C) Epidiascope — Pure Audio Broadcasts without visual images
An epidiascope is an opaque visual projector designed to project magnified images of non-transparent physical objects, book pages, and solid specimens onto a screen using intense illumination and optical lenses. It is strictly a visual projection device and has no functional relation to pure audio radio or sound broadcasts.

56. (B) Audio headsets with microphones, central control software, and listening-speaking prompts
A functional language laboratory requires audio headsets equipped with microphones, student listening stations, central control teacher consoles, and dedicated audio-lingual software. This setup enables individualized listening comprehension practice, oral pronunciation recording, speech articulation drilling, and interactive language learning under real-time teacher supervision and diagnostic feedback.

57. (C) A working or simplified 3D scale representation of a system, emphasizing operating principles
A mock-up is a three-dimensional scale model or functional representation of a device or system that emphasizes key operating principles and mechanical relationships. Unlike static models, mock-ups often incorporate functional or moveable parts, simplifying complex real-world machinery to make underlying structural and operational mechanisms understandable for learners.

58. (A) I and II only
Workbooks serve as effective supplementary print materials that provide structured, step-by-step exercises to consolidate concepts introduced in main lessons. They foster independent study habits, encourage self-paced application, and provide formative self-assessment opportunities. However, workbooks complement rather than eliminate necessary teacher guidance, diagnostic review, and corrective feedback.

59. (D) Displaying student projects, educational clippings, notices, and exemplary academic work
Bulletin boards serve as non-projected visual display surfaces in school corridors and classrooms to showcase exemplary student projects, thematic educational clippings, administrative notices, and creative artwork. Displaying student work fosters institutional motivation, creates a visually rich educational environment, and communicates academic achievements across the school community.

60. (A) An online portal providing free digital textbooks, audio-visual resources, and periodicals
e-Pathshala is a joint digital initiative of the Ministry of Education and NCERT in India. It provides free digital access to curriculum-aligned educational textbooks, audio resources, video lectures, periodicals, and supplementary teaching-learning materials for students, teachers, parents, and educators across mobile and web platforms.

61. (C) Interactive 3D dynamic geometry software and simulations
Abstract mathematical concepts involving spatial rotations, cross-sections of 3D solids, and dynamic functions are best taught using interactive dynamic geometry software. Digital simulation environments allow learners to rotate, manipulate, and modify geometric figures

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results in superficial technology usage that fails to improve instruction. Effective training aligns technology tools with subject content and constructivist teaching strategies to enhance meaningful learning.

101. (C) Visual tool for temporal manipulation of observed physical phenomena
A stroboscope or high-speed video camera serves as an optical visual tool that manipulates the temporal display of fast physical movements. Capturing high-speed events like falling water droplets and displaying them in slow motion enables detailed visual observation of physical phenomena that occur too rapidly for the human eye to perceive.

102. (D) Replicating real-world environments and dynamic systems for safe exploration and decision-making
Educational simulation software creates digital representations of real-world environments, physical systems, or processes. Simulations allow high school students to manipulate experimental variables, test operational hypotheses, and observe system behaviors safely, particularly when real-world experiments are dangerous, costly, or physically inaccessible in standard science laboratories.

103. (D) The chalkboard surface should be completely covered with dense illegible continuous text from edge to edge without erasing during the period
Effective chalkboard management requires clean layout, clear handwriting, structured organization, and selective retention of key visual summaries. Covering the entire board with dense, illegible text creates cognitive overload and visual confusion, contradicting effective teaching practices that prioritize legibility, spatial organization, and selective synthesis.

104. (B) Audio lessons can be downloaded and listened to on-demand, supporting flexible auditory learning
Podcasts provide asynchronous digital audio recordings that learners download and listen to on-demand using personal mobile devices. This flexibility supports self-paced auditory learning, allowing students to review lecture content, interviews, or explanations outside formal classroom hours to reinforce language and subject comprehension.

105. (C) Bring Your Own Device
BYOD stands for Bring Your Own Device, a technology integration approach where students bring their personal smartphones, tablets, or laptops into educational settings. BYOD leverages existing mobile devices to access digital learning platforms, collaborate on tasks, and engage with online educational resources without requiring exclusive institutional hardware provision.

106. (A) P-2, Q-3, R-1, S-4
Distinct instructional aids fulfill specialized roles: globes provide three-dimensional spatial scale models of Earth; overhead transparencies project images via light transmission; podcasts deliver pure audio content for flexible mobile listening; and interactive flat panels offer touch-sensitive digital screens with integrated computing capabilities for dynamic interaction.

107. (D) Flannelgraph / Flannel Board
A flannelgraph or flannel board consists of a rigid board covered with coarse flannel or felt cloth. Visual cutouts, text cards, or figures backed with sandpaper, felt, or rough adhesive strips adhere easily to the cloth surface through friction, allowing dynamic repositioning of visual pieces during storytelling or lesson presentations.

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108. (A) Flow Chart / Process Chart
A flow chart or process chart is a two-dimensional visual graphic aid designed to illustrate sequential steps, operational workflows, or procedural stages in a system. Mapping the sequential stages of how a parliamentary bill becomes law using connecting arrows and decision nodes provides clear visual structure for procedural concepts.

109. (C) A scaled-down simulated setup practicing specific teaching skills with small groups and feedback
Micro-teaching is a teacher training technique that simplifies classroom complexity by scaling down class size, lesson duration, and topic scope. Pre-service or in-service teachers practice specific component skills—such as stimulus variation or chalkboard usage—with small peer groups, receiving immediate feedback to refine instructional behaviors.

110. (A) Both A and R are true and R is the correct explanation of A
The DIKSHA portal facilitates personalized and inclusive learning pathways across

a paper test with a digital quiz that provides immediate score feedback and diagnostic performance analytics introduces clear functional enhancements, qualifying it as Augmentation.

91. (C) A is false but R is true
Interactive whiteboards do not automatically improve learning outcomes simply by being installed. Technology hardware enhances learning only when integrated with learner-centered pedagogical strategies, active questioning, and meaningful instructional design. Without effective pedagogy, high-end display hardware functions merely as an expensive projection screen without improving student learning.

92. (A) I and II only
e-Books offer dynamic advantages over printed textbooks, including hyperlinking to multimedia explanations, interactive glossaries, and the ability to update content digitally without physical reprinting costs. However, e-books depend entirely on electronic display hardware, electricity, and digital interfaces, contradicting the idea that they function independently of hardware.

93. (C) Projecting non-transparent solid objects (pages, coins, leaves) using mirrors and illumination
An opaque projector or epidiascope projects images of non-transparent solid objects directly onto a screen. By directing intense light onto opaque materials like book pages, physical specimens, or documents, internal optical mirrors and projection lenses reflect the enlarged surface image, eliminating the need for transparent slides or plastic film.

94. (D) Students study direct lectures online at home, reserving class time for guided problem-solving
The Flipped Classroom model reverses traditional instructional structures. Students engage with direct lecture content, reading materials, or instructional videos asynchronously at home, freeing in-person classroom time for active problem-solving, collaborative inquiry, practical applications, and targeted teacher-guided discussion.

95. (C) Maps
Maps are two-dimensional scaled visual representations designed to show geographic locations, spatial distributions, political boundaries, relief features, and spatial relationships. They serve as essential graphic teaching aids in geography and social sciences, enabling learners to visualize territorial features and spatial relationships accurately.

96. (B) Massive Open Online Courses
MOOCs stands for Massive Open Online Courses. These online distance learning programs provide open registration, flexible web access, and interactive learning resources—including video lectures, reading materials, and self-assessments—to large numbers of geographically distributed learners across digital platforms like SWAYAM.

97. (D) Two-Way Interactive Video Teleconferencing
Two-way interactive video teleconferencing is an audio-visual technology that enables real-time, two-way visual and vocal communication between geographically separated teachers and students. Unlike one-way television broadcasts or radio transmissions, interactive teleconferencing supports immediate verbal interaction, collaborative discussion, and instant feedback during distance instruction.

98. (A) I and II only
Edgar Dale's Cone of Experience places direct, purposeful concrete experiences at its base and abstract verbal/visual symbols at its apex. However, abstract experiences are not inherently superior to concrete ones; effective learning requires selecting appropriate levels based on student developmental needs, making statement III incorrect.

99. (D) Diagram / Flowchart on paper poster
Diagrams and flowcharts displayed on paper posters are non-projected graphic aids. They present visual concepts, processes, or relationships directly in two dimensions without requiring light projection. Globes represent three-dimensional non-projected aids, specimens represent physical realia, and digital slides represent projected visual materials.

100. (A) Both A and R are true and R is the correct explanation of A
Professional development must emphasize pedagogical technology integration rather than isolated software operational skills. Learning software operations without pedagogical context

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loaded rollers. Teachers unroll them downwards for immediate visual presentation during lessons and roll them up securely afterwards, protecting the displayed diagrams, maps, or charts from damage.

120. (A) Both A and R are true and R is the correct explanation of A
Professional development in ICT must integrate Technological Pedagogical Content Knowledge rather than teaching isolated software skills. Training focused solely on technical operations equips teachers with operational skills but fails to transform instructional practices, proving that comprehensive TPACK framework integration is necessary for effective classroom technology usage.

121. (A) Map
A map is a two-dimensional scaled visual representation depicting geographic, political, or physical features of Earth's surface or specific regional areas. Maps use cartographic symbols, color keys, scale indicators, and grid lines to represent spatial distributions, terrain elevations, political boundaries, and transportation networks directly on planar display surfaces.

122. (C) Course materials and lectures are accessible continuously, allowing self-paced learning on demand
Asynchronous distance education platforms allow learners to access pre-recorded video lectures, digital reading materials, and course assignments at flexible times and locations. This self-paced learning format eliminates the requirement for real-time presence, enabling students to engage with instructional content according to their individual learning schedules.

123. (A) I and III only
Flashcards are compact visual aids designed for rapid recall, vocabulary development, and drill practice across individual, small-group, or whole-class activities. To remain effective visual cues, flashcards must maintain high visual clarity with brief text or single images, rather than dense paragraphs that cause visual clutter and impede quick recall.

124. (B) Promoting fitness, cognitive alertness, experiential understanding of concepts, and collaboration
Sports-Integrated Learning incorporates physical movement, active games, and sports elements into academic subject instruction. This pedagogical approach enhances physical fitness, increases cognitive alertness, reinforces theoretical concepts through kinesthetic experience, and fosters social collaboration, making academic learning active and engaging across grade levels.

125. (C) Designing visual aids that respect working memory capacity, avoiding split attention and clutter
Cognitive Load Theory emphasizes designing instructional visual aids that align with human working memory limits. Effective visual materials eliminate extraneous information, avoid split-attention layouts, and balance visual and auditory inputs, preventing cognitive overload and allowing working memory resources to focus on building long-term mental schemas.

126. (A) P-2, Q-1, R-4, S-3
Educational digital tools fulfill specialized pedagogical functions: GeoGebra offers interactive environments for dynamic geometry and algebra; Audacity provides open-source audio recording and editing capabilities for podcasts; Canva assists in creating visual infographics; and Google Classroom functions as a cloud-based Learning Management System for assignment workflows.

127. (C) Flip Chart
A flip chart is a non-projected visual graphic aid consisting of large paper sheets bound together at the top on an easel stand. Instructors present sequential lesson content, process diagrams, or meeting notes by flipping individual pages over the top binding, facilitating step-by-step visual instruction during interactive group sessions.

128. (D) A spherical 3D model of Earth representing landmasses, oceans, and spatial orientation accurately
A globe is a spherical three-dimensional scale model of planet Earth. It represents spatial geographic features—including continental shapes, ocean boundaries, spatial distances, relative locations, and axial tilt—without the spatial distortion inherent in flat maps, serving

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pedagogical technology integration or learner engagement quality.

148. (A) Flashcards / Story Cards
Story cards and flashcards are traditional visual graphic aids consisting of series of bold illustrations or picture sequences mounted on durable cards. Displayed sequentially to the class, these cards help structure narrative storytelling, illustrate step-by-step processes, and reinforce vocabulary development during language and early primary instruction.

149. (A) P-2, Q-4, R-1, S-3
Key educational concepts serve distinct functions: Energized Textbooks incorporate QR codes linking print materials to digital e-content; Open Educational Resources provide freely accessible and adaptable learning materials; Blended Learning combines face-to-face instruction with online tasks; and Mind Mapping offers visual graphic structuring for concept networks.

150. (A) Both A and R are true and R is the correct explanation of A
Arranging non-projected visual aids like chalkboards and display panels requires strict adherence to classroom ergonomic principles, including appropriate viewing angles and adequate lighting. Light glare, poor contrast, and illegible text cause physical eye strain and cognitive fatigue, explaining why ergonomic placement is necessary for effective visual learning.

151. (A) Model
A model is a three-dimensional non-projected visual teaching aid that presents a scaled physical representation of a real object, maintaining proportional spatial dimensions. Models can be simplified, enlarged, or reduced in scale—such as anatomical human heart models or solar system globes—to facilitate direct visual observation of spatial structures.

152. (D) Fostering cross-curricular connections, creativity, and deeper conceptual comprehension of issues
Incorporating Art-Integrated Learning tools—such as drawings, puppet performances, and dramatic scripts—in social science lessons establishes cross-curricular links, fosters creative expression, and deepens emotional and cognitive engagement with complex historical, social, and cultural concepts, shifting pedagogy away from passive textbook reading.

153. (C) e-Pathshala / NROER
e-Pathshala and the National Repository of Open Educational Resources serve as official digital repositories in India, providing free access to digital e-textbooks, educational videos, audio resources, interactive digital modules, and supplementary study materials across multiple languages for primary and secondary school education.

154. (A) I and III only
Visual-spatial learners process information most effectively through graphic organizers, visual diagrams, physical models, color-coded charts, dynamic digital simulations, and interactive visualizers. Continuous uninterrupted oral lectures rely exclusively on auditory processing, failing to provide the visual and spatial scaffolding required by visual-spatial learners.

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155. (D) Projecting real-time, magnified visual images of physical objects, workbooks, or live experiments
A document camera or visualizer functions in classroom instruction by capturing real-time high-resolution visual images of physical objects, open workbooks, printed documents, or live experimental demonstrations and projecting them enlarged onto a central display screen for clear, whole-class observation.

156. (B) Slide Projector / Digital Projector presentation
Slide projectors and digital projectors are classified as projected visual aids because they utilize optical lenses and high-intensity light sources to project enlarged visual images onto an external display screen or wall. Non-projected aids like physical globes, wall posters, or models are viewed directly without light projection.

157. (C) Technology integration as a scaffold to enhance teaching, access, inclusion, and efficiency
National education policies recommend integrating technology into primary and secondary education as a flexible pedagogical scaffold. Technology should complement human teaching, broaden educational access, support inclusive learning practices, enhance institutional efficiency, and deepen student conceptual

138. (B) A visual organizer illustrating relationships between concepts using labeled nodes and links
A concept map is a visual graphic organizer that illustrates relationships between concepts using labeled nodes and connecting directional lines. Concept mapping helps learners organize knowledge, identify hierarchical relationships, link new concepts to prior knowledge, and visualize structural connections within a subject domain.

139. (C) SWAYAM
SWAYAM is the national digital platform initiated by the Ministry of Education to provide free online Massive Open Online Courses. Hosting courses from Class 9 through post-graduate levels, SWAYAM delivers video lectures, reading materials, self-assessments, and discussion forums to democratize access to quality education across India.

140. (A) Both A and R are true and R is the correct explanation of A
Competency-Based Education requires shifting instructional aids from static content tools to practical, task-oriented resources. CBE focuses on demonstrated mastery of measurable real-world skills and application of knowledge rather than rote content recall, directly explaining why practical, problem-solving resources are necessary for competency-based pedagogical frameworks.

141. (C) Felt / Velcro Board
Felt or Velcro boards are two-dimensional non-projected visual aids featuring fabric surfaces that hold visual pieces, letters, or graphic cutouts without pins or tape. Utilizing surface friction and material adhesion between felt, Velcro, or sandpaper backings and the board cloth, they allow dynamic repositioning during classroom instruction.

142. (D) Realia / Specimens
Bringing actual rock samples like granite, sandstone, basalt, and marble into the classroom provides students with realia and physical specimens. Direct sensory contact enables learners to examine natural textures, density, visual features, and chemical reactivity directly, bridging theoretical textbook descriptions with concrete physical objects.

143. (A) I and II only
An effective Learning Management System for school education requires an intuitive, user-friendly interface for students, teachers, and parents, along with compatibility across mobile devices and low-bandwidth connections. Commercial advertisement pop-ups disrupt learning, create cognitive distractions, and compromise data privacy, making them unsuitable for educational software.

144. (D) Leveraging handheld mobile devices to access educational content and learn across varied contexts
Mobile learning, or m-learning, utilizes handheld portable devices such as smartphones and tablets to facilitate educational access across diverse physical and temporal contexts. M-learning enables continuous, self-paced access to digital learning platforms, educational applications, and collaborative tasks beyond fixed computer laboratory environments.

145. (D) A chart showing various tributaries, components, or developmental lines merging into a main stream
A stream chart is a graphic visual aid designed to illustrate multiple converging components, historical influences, or tributary elements merging into a central main stream or unified outcome. It visually models how separate historical events, scientific concepts, or sub-processes integrate into a consolidated whole.

146. (B) They allow direct manipulation, annotation, saving, and distribution of digital visual content
Interactive whiteboards provide significant functional advantages over traditional static projection screens by allowing users to interact directly with displayed digital content through touch or digital styluses. Instructors and students can annotate visuals, manipulate digital objects, record lesson steps, and save modified files for digital distribution.

147. (B) Direct observation of students using ICT tools for inquiry, modeling, and project development
Effective ICT integration is demonstrated through direct observation of students actively utilizing technology tools for inquiry, digital modeling, problem-solving, and collaborative project development. Hardware procurement totals, office storage inventory, or classroom aesthetic painting fail to measure actual

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168. (B) NISHTHA on DIKSHA platform
The NISHTHA program hosted on the DIKSHA platform provides a unified national digital ecosystem for teacher professional development in India. It offers modular, self-paced online courses covering learner-centered pedagogy, competency-based education, inclusive teaching strategies, school leadership, and digital technology integration for school teachers and headmasters nationwide.

169. (A) P-2, Q-1, R-3, S-4
Teaching aids provide specialized pedagogical benefits: real specimens afford authentic tactile and visual observation; audio tapes build auditory discrimination and listening skills; smartboards allow interactive digital synthesis and annotation; and flowcharts structure step-by-step procedural presentations in visual sequences.

170. (C) A is true but R is false
Selecting instructional aids requires aligning materials with target cognitive levels in Bloom's Taxonomy. However, higher-order cognitive goals like Analysis and Synthesis require interactive, exploratory, and open-ended learning materials rather than static visual aids that limit student manipulation and inquiry, making the reason statement false.

171. (C) Pin Board / Soft Board
A pin board or soft board is a non-projected visual display surface constructed from cork or compressed soft fiberboard. It is specifically designed for attaching educational posters, newspaper clippings, student project work, and administrative notices securely using push pins, thumb tacks, or map pins.

172. (D) Materials offered under open licenses allowing free usage, adaptation, and sharing
Open Educational Resources are teaching, learning, and research materials that reside in the public domain or are released under open intellectual property licenses. OER can be accessed, downloaded, customized, translated, adapted, and redistributed freely without paying licensing fees, supporting equitable access to quality education.

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173. (C) Materials demonstrating lab safety, personal protective equipment, and chemical procedures
A safety model or simulation kit in secondary science laboratories includes instructional displays, safety charts, and practice apparatus demonstrating correct handling of hazardous chemicals, personal protective equipment usage, emergency wash protocols, and safe laboratory procedures to ensure accident prevention during practical experiments.

174. (D) Access to lesson plans, explanation content, assessment banks, and professional training modules
A primary feature of the DIKSHA portal for teachers is offering digital access to curriculum-aligned lesson plans, interactive explanation content, topic-wise question banks, teaching-learning materials, and online professional development training modules, thereby supporting continuous professional growth and pedagogical effectiveness.

175. (A) I and II only
Print materials such as textbooks and workbooks remain versatile, accessible foundational instructional tools in school education. However, print materials should be supplemented with active questioning, real-world examples, and multi-sensory aids to avoid rote memorization, rather than being banned from primary classrooms.

176. (A) Realia, Models, Mock-ups, Dioramas
Three-dimensional non-projected visual aids encompass physical materials possessing height, width, and depth that are observed directly without electronic projection. Realia, scale models, functional mock-ups, and miniature dioramas provide concrete spatial representations, distinguishing them from two-dimensional flat posters, projected transparencies, or pure audio recordings.

177. (D) Allowing students to manipulate invisible variables interactively and observe real-time visual outcomes
Interactive simulations like PhET provide significant pedagogical value in high school science by allowing students to manipulate unobservable atomic or physical variables dynamically. Learners adjust experimental parameters—such as molecular velocity or electric charges—and observe immediate real-time visual outcomes,

understanding, rather than completely replacing physical schools or face-to-face instruction.

158. (D) Tabular Chart
A tabular chart is a two-dimensional visual graphic aid that organizes numerical data, facts, or concepts into structured rows and columns. Presenting information in a structured grid enables quick comparative analysis, systematic visual reference, and efficient interpretation of statistical data or historical information.

159. (D) An all-in-one touch-sensitive display panel with built-in operating system and whiteboarding
An Interactive Flat Panel is an integrated touch-sensitive digital display panel featuring a built-in operating system, internal computing power, interactive whiteboarding software, and direct multi-touch capabilities. It operates without requiring external optical projectors or darkened rooms, providing high-definition digital display and interactive annotation capabilities.

160. (A) Both A and R are true and R is the correct explanation of A
Inclusive pedagogy mandates that digital educational materials adhere to Web Content Accessibility Guidelines and universal design principles. Universal design ensures that digital learning tools incorporate accessible features like screen readers, captioning, and alt-text, directly explaining why universal design principles are mandatory for ensuring equal access for Children with Special Needs.

161. (A) Projecting magnified visual images of microscopic slides onto a screen for whole-class viewing
A micro-projector combines optical microscope lenses with a light projection system to project highly magnified images of microscopic biological slides directly onto a large screen. This enables simultaneous whole-class observation and guided discussion of cellular structures, microorganisms, and microscopic tissue samples during biology instruction.

162. (B) Wall Chart / Wall Map
Wall charts and wall maps are two-dimensional non-projected visual aids printed on flexible paper, vinyl, or plasticized cloth mounted on hanging bars. Displayed directly on classroom walls or display stands, they present geographic maps, biological diagrams, or thematic summary outlines without requiring projection hardware.

163. (A) I and II only
Augmented Reality superimposes digital 3D models or informational overlays onto real-world camera views using standard mobile devices. Virtual Reality completely submerges users in fully simulated computer-generated environments using head-mounted displays. Neither technology is restricted to physical sports, as both offer rich interactive applications across science and history education.

164. (C) Mastering component teaching skills in a controlled, scaled-down setup with immediate feedback
The primary purpose of micro-teaching is to provide pre-service and in-service teachers with a controlled, scaled-down training environment to master specific teaching skills—such as questioning, chalkboard usage, or stimulus variation. Practicing with small peer groups and brief lessons allows candidate teachers to receive immediate diagnostic feedback.

165. (D) Chalkboard / Blackboard
The chalkboard or blackboard is classified as a traditional non-projected visual teaching aid. It provides a reusable surface for written summaries, mathematical derivations, and spontaneous instructional diagrams using chalk, serving as a foundational visual display tool in classrooms prior to electronic projection technologies.

166. (A) Synchronous E-Learning
Synchronous e-learning involves real-time digital instruction where teachers and students engage simultaneously online. Facilitated through live video conferencing, real-time text chat, and interactive polling, synchronous learning enables immediate verbal exchange, real-time questioning, and live collaborative discussions across distant physical locations.

167. (B) Bar magnet, iron filings, and a clear plastic plate or sheet of paper
Demonstrating invisible magnetic field lines effectively requires a bar magnet, fine iron filings, and a clear plastic plate or paper sheet. Placing the magnet underneath and gently tapping the surface causes the magnetic filings to align along invisible magnetic lines of force, providing an immediate concrete visual representation.

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live and pre-recorded lessons to ensure learning continuity for students nationwide.

207. (B) A pad of large paper sheets on an easel whose pages flip over sequentially during teaching
A flip chart is a non-projected visual teaching tool consisting of a pad of large paper sheets mounted on an easel stand. Instructors write key points, draw structural diagrams, or display sequential lesson outlines on individual pages, flipping them over the top binding during step-by-step teaching.

208. (A) P-2, Q-3, R-1, S-4
Educational technologies feature specialized attributes: DIKSHA offers QR-coded Energized Textbooks and digital repositories; VR headsets deliver fully immersive three-dimensional digital environments; podcasting provides asynchronous audio-based content delivery; and flannel boards operate as non-projected visual boards utilizing fabric surface adhesion.

209. (B) Poster
A poster is a two-dimensional non-projected graphic aid that combines bold visual illustrations, prominent headlines, and concise text captions. Designed to convey immediate messages, posters are used in schools to build public awareness on social issues, illustrate central scientific themes, and showcase visual summaries.

210. (A) Both A and R are true and R is the correct explanation of A
Continuous teacher capacity building in educational technology is necessary to ensure effective instructional technology integration in schools. Rapid technological advancements require educators to update both operational software skills and pedagogical integration strategies continuously, directly explaining why ongoing professional development is essential for modern classrooms.

211. (C) QR codes scanned via smartphones to access digital resources matching the chapter topic
DIKSHA Energized Textbooks feature Quick Response codes printed on physical textbook pages alongside specific chapter topics. Scanning these QR codes using mobile devices provides immediate digital access to linked e-content, including animated video explanations, interactive assessments, audio files, and supplementary reading materials matching the target concept.

212. (C) Sports-Integrated Pedagogy
Sports-Integrated Pedagogy is an experiential instructional model that integrates physical activity, sports elements, movement games, and physical fitness tasks into academic subject lessons. This approach promotes physical health, increases mental alertness, and reinforces academic concepts through kinesthetic experience and collaborative movement activities.

213. (A) I and II only
Inclusive education requires selecting appropriate instructional aids for Children with Special Needs. Hearing-impaired students benefit from visual aids, closed-captioned videos, and graphic organizers, while visually-impaired students require tactile diagrams, Braille materials, and audio screen readers. CWSN must never be excluded from instructional technology usage.

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214. (D) Organizational Structure Chart
An organizational structure chart is a two-dimensional non-projected graphic aid designed to illustrate administrative hierarchies, reporting relationships, and functional divisions within an institution. Using structured boxes, text labels, and connecting vertical/horizontal lines, it maps institutional workflows and structural reporting lines visually.

215. (A) Centralizing course delivery, assignment tracking, grade recording, and communication
A Learning Management System serves as a centralized digital software portal in school administration for hosting course content, distributing digital learning materials, collecting student assignments, tracking learning analytics, recording assessment grades, and facilitating asynchronous communication between teachers, students, and parents.

216. (C) Overhead Transparency projected via OHP
Overhead transparencies projected via an overhead projector are classified as projected visual aids because they rely on optical light transmission and lenses to project enlarged visual images onto a screen. Non-projected aids like wall charts, physical globes, and cut-away models are viewed directly without projection hardware.

developing conceptual understanding through interactive digital inquiry.

178. (D) 34 educational DTH channels broadcasting high-quality learning programs 24x7 via GSAT-15 satellite
SWAYAM PRABHA is a national educational initiative comprising thirty-four direct-to-home television channels broadcasting high-quality educational programs continuously using the GSAT-15 satellite. It delivers curriculum-aligned educational content for school and university levels 24x7, expanding educational reach across regions with limited internet infrastructure.

179. (C) Advise following perceptual ergonomics: increase text size, contrast, and boldness for distance viewing
Effective visual aid design requires applying perceptual ergonomics principles to ensure legibility from all classroom seating positions. Instructors should enlarge text size, use high-contrast color combinations, apply bold lettering, and maintain adequate spacing so that displayed flashcard content remains clearly readable from back classroom rows.

180. (C) A is false but R is true
Integrating ICT tools into classrooms does not automatically guarantee higher student achievement. Academic improvement depends on effective pedagogical alignment between digital tools, specific learning objectives, constructivist teaching strategies, and active student engagement, disproving the claim that hardware installation alone automatically yields learning gains.

181. (C) Wireless Display Screen Mirroring / Casting Device
Modern smart classrooms utilize wireless display screen mirroring or casting devices to stream content seamlessly from tablets, laptops, or mobile devices to central display panels. Wireless screen casting allows teachers and students to share digital presentations, software demonstrations, and work samples dynamically from anywhere in the classroom.

182. (B) Graphic Data Chart (Bar graph, Pie chart)
Graphic data charts—such as bar graphs, pie charts, and line graphs—use visual geometric forms to represent numerical and statistical data. They transform complex numerical tables into visual spatial formats, enabling learners to analyze quantitative relationships, identify numerical trends, and make accurate comparative evaluations easily.

183. (C) Serve as dynamic resources encouraging inquiry, critical thinking, and local context connection
Modern curriculum frameworks advocate treating textbooks as dynamic learning resources rather than absolute authorities. Textbooks should serve as scaffolds that spark open-ended inquiry, cultivate critical thinking, connect learning to local contexts, and encourage active exploration beyond written text, rather than promoting rote memorization or verbatim reproduction.

184. (D) Delivering short, focused content nuggets (2-5 min videos, quizzes) for quick retention
Micro-learning in mobile contexts refers to delivering bite-sized, highly focused learning units—such as brief two-to-five-minute explanatory videos, flash quizzes, or concise summary cards. Designed for easy mobile consumption, micro-learning reduces cognitive overload, reinforces key concepts, and supports flexible self-paced review on handheld mobile devices.

185. (A) I and II only
Puppets function as non-projected visual and performing instructional aids that foster creative imagination, expressive language development, and active student participation. They provide non-threatening media for storytelling, role-playing, and social-emotional learning, making them highly effective across primary and middle school education rather than formal written testing.

186. (D) Previewing media content to ensure technical quality, accuracy, and pedagogical alignment
Prior to utilizing audio-visual aids in class, teachers must preview media content to verify technical clarity, factual accuracy, age-appropriateness, and alignment with target learning outcomes. Advance preparation ensures seamless technological integration, allows teachers to formulate guiding questions, and prevents classroom disruptions caused by technical glitches.

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187. (D) Projected aids require an optical/light source to enlarge images, non-projected aids display directly
The primary technical distinction between projected and non-projected aids rests on projection hardware usage. Projected aids utilize optical lenses, light sources, or digital projection systems to display enlarged images onto screens, whereas non-projected aids—such as models, charts, and blackboards—are viewed directly without light reflection devices.

188. (A) P-3, Q-4, R-1, S-2
Digital initiatives serve complementary national educational roles: PM eVIDYA unifies multi-modal digital and broadcast education; NISHTHA delivers continuous professional training for school heads and teachers; DIKSHA provides national digital infrastructure and energized textbooks; and SWAYAM PRABHA operates dedicated 24x7 educational television channels.

189. (C) National Digital Library of India (NDLI)
The National Digital Library of India is a digital repository hosted by the Ministry of Education. NDLI integrates digital educational resources—including e-books, academic thesis papers, research journals, audiobooks, and historical manuscripts—across primary, secondary, higher education, and research disciplines in multiple languages.

190. (A) Both A and R are true and R is the correct explanation of A
Integrating educational applications into classrooms must be guided by clear pedagogical objectives rather than technological novelty. Deploying apps without pedagogical alignment risks creating cognitive distractions, off-task screen behavior, and fragmented learning, explaining why pedagogical alignment is necessary when selecting software tools.

191. (D) Diagram / Flowchart
Diagrams and flowcharts are two-dimensional non-projected visual graphic aids that display structural relationships, operational steps, or functional process pathways. Utilizing geometric symbols, directional arrows, and concise text labels, they map procedural workflows and systemic connections clearly without requiring electronic light projection.

192. (C) Combining face-to-face instruction with structured online digital learning activities
Blended learning is an instructional methodology that combines traditional face-to-face classroom teaching with planned online digital learning activities. This hybrid approach allows students to benefit from direct teacher interaction and collaborative group work alongside flexible, self-paced digital learning tasks delivered through online learning platforms.

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193. (B) Touch-sensitivity allowing direct software operation on the display surface
Interactive Whiteboards feature touch-sensitive surface technology, allowing instructors and students to operate software applications, navigate digital resources, draw geometric diagrams, and annotate visual content directly on the screen using fingers or digital styluses, eliminating reliance on static projection screens or overhead transparencies.

194. (D) Providing structured practice exercises and self-assessments that reinforce learned concepts
Workbooks serve as consumable supplementary print materials designed to provide structured practice exercises, application problems, and formative self-assessment tasks. By offering targeted activities that reinforce concepts presented in primary textbooks and classroom lessons, workbooks foster self-paced application and skill consolidation.

195. (A) I and II only
The Digital Divide encompasses socio-economic inequalities regarding physical device access, broadband internet availability, digital content access, and digital literacy skills. Bridging this gap requires equitable infrastructure provision, accessible digital content, and teacher digital enablement. The digital divide significantly impacts primary and secondary school equity, making statement III incorrect.

196. (D) Magnetic Board
A magnetic board is a non-projected visual display board constructed from metallic sheet iron. It utilizes magnetic attraction to position movable three-dimensional physical cutouts, geometric shapes, metallic letters, and visual cards securely, allowing dynamic rearrangement of visual elements during instructional presentations.

197. (B) Interactive Multimedia Timeline
An interactive multimedia timeline displayed on a smart classroom screen integrates visual timelines with clickable media links, primary source photos, audio clips, and historical text documents. This digital combination transforms static chronological presentation into an interactive multimedia resource that supports active historical inquiry and source analysis.

198. (C) Digital Audio File / Podcast
Digital audio files and podcasts are pure audio teaching aids commonly used for language instruction, speech articulation training, and listening comprehension drills. Delivering spoken content through recorded voice tracks, audio podcasts focus on auditory processing and listening skills without relying on accompanying visual projection.

199. (D) Technological Pedagogical Content Knowledge
TPACK stands for Technological Pedagogical Content Knowledge. Developed by Mishra and Koehler, this conceptual framework identifies the intersecting knowledge domains—technology, pedagogy, and content—that teachers must master to integrate educational technologies effectively into subject instruction and construct engaging, learner-centered learning environments.

200. (A) Both A and R are true and R is the correct explanation of A
Realia and physical specimens provide concrete experiential anchors that enhance conceptual understanding in natural sciences. Direct sensory contact with real objects helps bridge the cognitive gap between abstract scientific terminology and actual physical phenomena, providing a clear explanation for why realia improves conceptual retention.

201. (C) Globe
A globe is a spherical three-dimensional non-projected visual teaching aid that accurately represents planet Earth's spatial geometry, relative landmass scales, ocean distributions, geographic coordinates, and axial tilt. It offers a true spatial model without the planar geometric distortions inherent in flat world maps.

202. (D) Superimposing computer-generated 3D graphics onto the user's view of the real physical world
Augmented Reality is an immersive visual technology that superimposes computer-generated digital visuals, three-dimensional models, or text overlays onto a user's real-world physical view via smartphone camera displays or AR smart glasses, preserving connection with the physical environment while adding dynamic digital visuals.

203. (A) I and II only
SWAYAM provides free online MOOC courses structured around a four-quadrant approach comprising video lectures, reading materials, self-assessments, and discussion forums. The platform is open to all learners across school (Classes 9-12) and university levels, disproving the claim that it is restricted to fee-paying private school students.

204. (B) Concrete Mathematics Manipulative / Tactile Material
Algebra tiles are concrete tactile manipulatives used in mathematics education to provide visual and spatial representations of algebraic variables, polynomial expressions, and geometric area models. Manipulating tiles kinesthetically helps students bridge concrete physical models with abstract symbolic equations like quadratic factorizations.

205. (C) Ensuring grounding, preventing tripping hazards, and allowing ventilation to prevent overheating
Safe operation of electrical projected aids requires ensuring proper electrical grounding, securing power cables to eliminate physical tripping hazards, and maintaining unobstructed ventilation openings around projector lamps to prevent internal thermal overheating, bulb explosions, or electrical fire hazards during classroom instruction.

206. (D) SWAYAM PRABHA Educational DTH Channels
SWAYAM PRABHA is a national educational DTH initiative operating under PM eVIDYA that broadcasts high-quality educational television content 24x7 across more than one hundred dedicated channels. Utilizing satellite transmission, it streams curriculum-aligned

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as an accurate three-dimensional visual teaching tool in geography.

129. (B) Providing adaptive assessments, instant diagnostic feedback, and tracking of individual progress
Modern educational technology enhances formative assessment by providing adaptive online quizzes, automated scoring, real-time diagnostic performance data, and individual progress tracking. These digital tools enable teachers to identify learning gaps instantly, deliver timely scaffolding, and tailor instruction to address specific learning needs continuously.

130. (A) Both A and R are true and R is the correct explanation of A
Over-reliance on visual multimedia without interactive dialogue can lead to passive video viewing rather than active cognitive processing. Deep conceptual learning requires students to articulate ideas, respond to probing questions, solve problems, and analyze information interactively, explaining why passive multimedia consumption without dialogue fails to build robust conceptual understanding.

131. (C) Bulletin Board
A bulletin board is a non-projected visual display surface made of cork or soft fiberboard where temporary notices, news clippings, educational posters, and creative student artwork are attached using push pins. It serves as a display surface in school corridors and classrooms to showcase academic work and communicate school activities.

132. (D) A national initiative unifying digital, online, and on-air education efforts under Atmanirbhar Bharat
PM eVIDYA is a comprehensive national initiative launched under Atmanirbhar Bharat to unify digital, online, and broadcast educational initiatives across India. It encompasses digital portals like DIKSHA, dedicated educational television channels under SWAYAM PRABHA, educational radio broadcasts, and accessible digital resources for Children with Special Needs.

133. (D) Digital distraction, screen fatigue, cyber-bullying, and access to unauthorized non-educational content
Unmonitored digital technology integration in classrooms can lead to off-task screen usage, cognitive distraction, digital eye strain, screen fatigue, cyber-bullying, and unauthorized access to non-educational content. Mitigating these risks requires clear digital usage guidelines, active teacher monitoring, cyber-safety education, and balanced pedagogical integration.

134. (B) Log the fault on the maintenance portal under AMC and reassign the period to a functional space
When smart classroom hardware fails, proper administrative protocol requires logging an official service request through the designated maintenance portal under the Annual Maintenance Contract. To maintain instructional continuity, the Principal reassigns the affected class to an available functional space while repairs are processed promptly.

135. (A) I and II only
Virtual Reality headsets immerse users in interactive 360-degree three-dimensional digital environments, enabling virtual field trips to distant historical or geographical sites that students cannot physically visit. However, VR usage must be monitored carefully and limited in duration to prevent visual fatigue, screen strain, or motion disorientation among students.

136. (C) A transparent plastic sheet where images/text are drawn or printed for optical projection
An overhead projector transparency is a thin, flexible sheet of transparent acetate or plastic. Instructors write, draw, or print text and visual diagrams onto these transparent sheets, which are placed on the OHP stage to project enlarged visual images onto a screen via reflected light transmission.

137. (D) Science Experiment Kits and Mathematics Manipulative Kits (e.g., Algebra tiles, Place value blocks)
Activity-based instructional materials involve hands-on physical manipulation, direct experimentation, and active learning tasks. Science experiment kits and mathematics manipulatives—such as algebra tiles, place value blocks, and geometric construction sets—enable learners to construct conceptual understanding through practical activity and tactile investigation.

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217. (D) Technology allows the creation of new pedagogical tasks previously inconceivable
Redefinition represents the highest level of technology integration in Ruben Puentedura's SAMR framework. At this level, educational technology does not merely substitute or modify existing tasks, but enables the creation of entirely new, technology-driven pedagogical tasks and learning experiences that were previously inconceivable without digital tools.

218. (B) Interactive Video Modules / E-Content
Interactive video modules and e-content serve as complete audio-visual teaching materials. Combining dynamic moving visuals, synchronized vocal explanations, and interactive on-screen prompts, these digital tools engage visual and auditory sensory channels simultaneously to deliver structured, self-paced learning experiences across diverse subjects.

219. (A) P-1, Q-2, R-3, S-4
Digital learning tools provide distinct pedagogical applications: PhET Simulations offers interactive STEM conceptual simulations; Google Classroom functions as a cloud LMS for assignment workflows; DIKSHA serves as a national repository for energized textbooks; and Audacity provides open-source audio recording and editing capabilities.

220. (A) Both A and R are true and R is the correct explanation of A
SMART classrooms should complement, rather than completely replace, hands-on physical laboratory experiments in science. Direct manipulation of real apparatus and physical experimentation develops essential tactile skills, scientific inquiry, and concrete problem-solving abilities that digital displays alone cannot provide, explaining why physical experiments remain indispensable.

221. (C) Flannel Board / Felt Board
A flannel board or felt board is a traditional non-projected visual display board covered with coarse fabric. Paper visual cutouts, text cards, or figures backed with felt, sandpaper, or rough strips adhere easily to the board surface via surface friction, allowing dynamic visual positioning without pins, magnets, or tape.

222. (C) Learning where instructors and students interact online simultaneously in real-time
Synchronous e-learning is defined by real-time digital communication where instructors and learners participate online simultaneously. Facilitated through live video conferencing, interactive whiteboards, and text messaging, synchronous platforms support immediate vocal dialogue, real-time feedback, and dynamic collaborative learning regardless of physical distance.

223. (A) I and II only
Workbooks are supplementary print materials that provide structured practice exercises for skill drill, application, and self-paced review. They foster independent study habits and allow students to practice at their own pace. Workbooks support classroom instruction but are never intended to replace subject teachers in school settings.

224. (D) Graph / Data Chart
Graphs and data charts are two-dimensional non-projected visual graphic aids that represent quantitative relationships, numerical datasets, and variable trends. Utilizing visual elements like bars, lines, or pie slices, graphs translate abstract numerical tables into clear visual representations for rapid comparative analysis.

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225. (A) Unifying digital, online, and on-air education initiatives for multi-mode access across India
The PM eVIDYA initiative was launched under Atmanirbhar Bharat to unify all digital, online, broadcast, and print educational efforts nationwide. It ensures multi-mode educational access through digital portals like DIKSHA, dedicated SWAYAM PRABHA television channels, educational radio programs, and accessible e-content for Children with Special Needs.

226. (B) Mock-up
A mock-up is a three-dimensional non-projected visual teaching aid that presents a working or simplified mechanical representation of a real machine or physical system. Designed to highlight operational mechanisms and functional relationships, mock-ups often feature movable components that demonstrate internal working principles directly to learners.

infrastructure by organizing TPACK-aligned teacher training on GeoGebra 3D dynamic geometry software. Applying dynamic software enables students to manipulate 3D geometric figures visually, test spatial hypotheses, and develop spatial visualization skills.

288. (D) Combine a hands-on visit to a Rainwater Harvesting Plant with miniature models and a presentation
According to Edgar Dale's Cone of Experience, direct purposeful experiences and direct field observation provide the highest concrete learning value. Combining a hands-on field visit to a rainwater harvesting plant with physical miniature models and visual presentations provides direct concrete sensory engagement, fostering deep conceptual understanding and active environmental responsibility.

289. (B) Use universal design: closed-captioned videos, tactile maps, Braille sheets, and descriptive audio
Inclusive pedagogy mandates applying universal design principles to eliminate learning barriers for Children with Special Needs. The Head of Institution ensures equal curriculum access by enforcing closed-captioned video modules for hearing-impairments, alongside tactile relief maps, embossed Braille sheets, and descriptive audio recordings for visually impaired students.

290. (C) Audio headsets, voice recording software / podcasts, visual flashcards, and puppet drama kits
Developing oral listening comprehension, speech articulation, and narrative expression requires audio-lingual and visual performing materials. Authorizing funds for audio headsets, voice recording software, podcasting tools, vocabulary flashcards, and puppet drama kits provides the multi-sensory scaffolding necessary to foster active language listening, speech recording, and expressive storytelling.

291. (B) Reject proposal: virtual videos cannot replace hands-on lab experiments; recommend combining both
Science pedagogy requires direct physical experimentation to develop tactile laboratory skills, scientific inquiry, and authentic problem-solving abilities. The Principal correctly rejects replacing hands-on science laboratories with video lectures, recommending instead a blended approach where digital video modules supplement, reinforce, and prepare students for direct physical lab work.

292. (B) Vary stimuli via wall maps, documentary clips, DIKSHA QR-resources, and visual chart activities
Overcoming student disengagement and classroom disruption caused by continuous passive silent reading requires implementing stimulus variation skills. The Principal guides the teacher to alternate sensory channels dynamically using visual wall maps, historical video clips, DIKSHA QR-coded digital resources, visual chart activities, and structured group discussions to maintain alertness.

293. (B) Conduct a workshop on scanning QR codes via DIKSHA, linking e-content to plans, and mandate usage
Maximizing the educational utility of DIKSHA Energized Textbooks requires professional capacity building. The Principal leads effectively by conducting targeted teacher workshops on scanning embedded QR codes, navigating DIKSHA digital content, and integrating video explanations, interactive worksheets, and digital assessments directly into daily lesson plans.

294. (D) Interactive 3D molecular visualization software / AR chemistry apps allowing dynamic manipulation
Abstract chemical concepts like molecular geometry, covalent bonding angles, and 3D electron cloud configurations cannot be visualized effectively through static 2D line drawings. Utilizing interactive 3D molecular visualization software or augmented reality chemistry applications enables students to manipulate molecular structures in three dimensions, providing direct spatial scaffolding.

295. (B) Use multi-modal asynchronous blended model: offline DIKSHA videos, podcasts, eVIDYA TV, workbooks
Bridging the digital divide during remote learning contingencies requires adopting a multi-modal asynchronous learning model. Directing teachers to combine downloadable DIKSHA digital videos, podcasts, PM eVIDYA educational television broadcasts, and printed study workbooks ensures learning continuity for students facing hardware sharing, limited bandwidth, or connectivity constraints.

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237. (D) Free availability and open licensing permitting adaptation, reuse, and distribution
Open Educational Resources are defined by open copyright licensing or public domain status. OER can be accessed, downloaded, customized, adapted, translated, and redistributed freely without paying commercial royalties, supporting educational equity and continuous pedagogical adaptation across learning contexts.

238. (A) Physical Simulation Model
A sandbox or stream table functions as a physical simulation model in geography education. By creating a scaled physical setup, teachers demonstrate dynamic geographical processes—such as river erosion, sediment transport, channel formation, and delta deposition—allowing students to observe physical landform evolution directly.

239. (C) Epidiascope — Pure audio cassette playback machine
An epidiascope is an opaque visual projector that uses optical lenses and mirrors to project magnified images of non-transparent physical objects, book pages, and solid specimens onto a screen. It is an optical visual projection device, making its description as a pure audio playback machine incorrect.

240. (A) Both A and R are true and R is the correct explanation of A
Educational technology integration must be evaluated based on pedagogical effectiveness and student learning outcomes rather than hardware quantities installed. Hardware installation without teacher training, curricular alignment, and interactive pedagogy fails to improve conceptual understanding, providing a clear explanation for prioritizing pedagogical effectiveness over hardware accumulation.

241. (A) Chalkboard / Blackboard
The chalkboard or blackboard is a traditional non-projected visual display aid featuring a smooth dark surface. Instructors write lesson outlines, derive mathematical solutions, list core vocabulary, and draw spontaneous instructional diagrams using chalk, making it a versatile visual aid in classroom teaching.

242. (D) On-demand access to content and assignments, allowing self-paced learning independent of time
Asynchronous e-learning platforms such as Google Classroom or Moodle provide on-demand access to instructional materials, recorded lectures, and course assignments. Learners access digital content, submit coursework, and complete assessments independently of fixed schedules, supporting flexible self-paced study across different times and locations.

243. (A) I and II only
Flashcards are compact, portable visual aids effective for rapid recall practice, vocabulary acquisition, and memory drills during individual study or group activities. To preserve visual clarity, flashcards should contain brief text or focused visuals rather than dense paragraphs that impede quick visual processing.

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244. (C) SWAYAM
SWAYAM is the national digital platform initiated by the Government of India to host online MOOC courses developed by leading academic institutions. It provides free access to high-quality interactive courses encompassing video lectures, reading materials, self-assessments, and discussion forums for high school, undergraduate, and postgraduate students.

245. (D) Deepening conceptual understanding and making learning joyful through visual and performing arts
Art-Integrated Learning embeds visual and performing arts into subject teaching to deepen conceptual understanding and make learning joyful. Engaging with drawing, drama, music, and physical crafts allows students to explore academic concepts experientially, foster creative expression, and establish cross-curricular linkages across subjects.

246. (A) Diorama, Mock-up, Model, Realia
Three-dimensional non-projected visual aids encompass real objects, scale models, mechanical mock-ups, and miniature dioramas. Possessing concrete spatial dimensions, these physical materials are observed directly without electronic light projection, distinguishing them from flat two-dimensional posters, projected transparency slides, or pure audio recordings.

rather than replace, human teachers in classroom environments.

267. (A) I and II only
Non-projected visual aids—such as models, wall charts, globes, and specimens—do not require optical projection apparatus or electrical power. They are durable, cost-effective, and adaptable across diverse environments. Furthermore, three-dimensional non-projected aids directly enable tactile interaction and direct visual observation, making statement III incorrect.

268. (A) I and II only
The PM eVIDYA initiative unifies digital, online, and broadcast educational efforts across India, featuring dedicated One Class One TV Channel SWAYAM Prabha broadcasts from Class 1 to Class 12. PM eVIDYA promotes open-source digital educational platforms rather than banning them, making statement III incorrect.

269. (A) I and II only
Art-Integrated Learning utilizes visual arts, music, dance, and theatre to make academic learning multi-sensory, experiential, and creative. AIL fosters cross-curricular connections, problem-solving skills, and cognitive engagement across core subjects, while complementing rather than discarding foundational subject textbooks.

270. (A) I and II only
Mobile learning provides flexible, portable, anytime-anywhere access to educational resources, supporting bite-sized micro-learning modules and self-paced study pathways. However, m-learning remains susceptible to digital notifications, off-task screen distractions, and internet connectivity challenges, disproving claims of complete immunity to technical or cognitive disruptions.

271. (A) I and III only
Audio aids develop focused listening skills, speech pronunciation, and auditory discrimination, while offering learning access for visually impaired students through descriptive audio prompts. However, visual-spatial concepts like 3D geometric rotation require visual or tactile representations, making audio aids ineffective for pure visual-spatial demonstrations.

272. (A) I and II only
SWAYAM is a national MOOC portal offering free, high-quality online courses structured around a four-quadrant approach comprising video lectures, reading materials, self-assessments, and discussion forums. SWAYAM hosts courses from Class 9 through post-graduate university levels, making statements restricting it exclusively to post-graduate scholars incorrect.

273. (A) I and II only
Projected aids utilize optical lenses, high-intensity lamps, or digital light processing to display enlarged images onto external display screens. Standard projected aids include slide projectors, overhead projectors, epidiascopes, and digital video projectors. Projected aids require controlled ambient lighting rather than direct, unshaded sunlight for clear display.

274. (A) I, II, and III
The Digital Divide encompasses inequalities in physical device access, broadband internet availability, quality digital content access, digital literacy skills, and technical confidence among educators and learners. Bridging this digital divide requires establishing robust ICT infrastructure, distributing open educational resources, and delivering continuous teacher capacity-building programs.

275. (A) I and II only
Selecting educational applications for classroom use requires verifying direct alignment with learning outcomes, pedagogical soundness, interactive scaffolding, and intuitive navigation. Educational apps must strictly protect student data privacy and maintain freedom from commercial data exploitation or unauthorized third-party monetization, making statement III incorrect.

276. (A) I, II, and III only
Edgar Dale's Cone of Experience positions direct purposeful experiences at its concrete base, contrived models near the base, and visual/verbal symbols at its abstract apex. The cone illustrates a continuum of abstraction rather than rigid age prohibitions, meaning older students benefit from concrete representations when learning novel concepts.

277. (A) I, II, III, and IV
The SAMR framework delineates four progressive levels of technology integration: Substitution introduces digital direct substitutes with no functional change; Augmentation adds functional

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mobile learning offers ubiquitous and flexible educational access.

257. (A) Both A and R are true and R is the correct explanation of A
DIKSHA Energized Textbooks bridge physical print materials with interactive e-content. Scanning embedded QR codes printed on textbook pages connects students and teachers to topic-specific videos, digital animations, and self-assessments, providing a clear explanation for how Energized Textbooks link physical print books to digital learning objects.

258. (A) Both A and R are true and R is the correct explanation of A
Overhead Projectors and document cameras allow teachers to maintain continuous eye contact and non-verbal rapport with students during visual presentations. Unlike traditional chalkboards, these projection systems enable instructors to face the class while writing or demonstrating on display surfaces, explaining why non-verbal rapport is maintained.

259. (C) A is false but R is true
Cognitive load theory proves that adding decorative background music and irrelevant visual animations distracts working memory, increasing extraneous cognitive load and hindering schema construction. Therefore, adding decorative elements impedes rather than enhances conceptual learning, making the initial assertion false while the explanatory reason remains scientifically accurate.

260. (A) Both A and R are true and R is the correct explanation of A
Interactive dynamic geometry software supports higher-order mathematical thinking and inquiry-based learning. Dynamic geometry software enables students to manipulate geometric variables, test mathematical conjectures visually, and discover spatial properties through direct exploration, providing a direct explanation for how dynamic software supports mathematical inquiry.

261. (A) I and II only
Instructional aids reduce excessive verbalism by providing concrete sensory representations that clarify abstract concepts. They sustain student engagement by stimulating multiple perceptual channels. However, instructional aids function as pedagogical tools and cannot automatically guarantee examination success without thorough teacher preparation, effective instruction, and active student effort.

262. (A) I and II only
DIKSHA serves as a national digital infrastructure for teachers, providing curriculum-aligned teaching materials, lesson plans, professional development modules, and QR-coded Energized Textbooks linking physical books to interactive digital resources. DIKSHA is a free public initiative, making any claim regarding mandatory student subscription fees incorrect.

263. (A) I and II only
Virtual Reality submerges users in simulated digital environments, while Augmented Reality overlays digital visual objects onto real-world physical views. Both immersive technologies offer diverse educational applications across natural sciences, history, geography, and vocational training, making claims that restrict them exclusively to sports coaching completely incorrect.

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264. (A) I and II only
Selecting effective visual aids requires prioritizing visual clarity, legibility from distance, high color contrast, and alignment with lesson objectives and student developmental levels. Covering display surfaces with dense text paragraphs and complex jargon causes visual clutter and cognitive overload, violating clear visual design principles.

265. (A) I and II only
Learning Management Systems facilitate centralized course hosting, digital assignment collection, automated gradebook tracking, interactive learning analytics, and both synchronous and asynchronous digital communication. An LMS manages educational and administrative learning workflows, but it has no function in physical school building infrastructure maintenance.

266. (A) I and II only
Interactive whiteboards and flat panels enable direct stylus manipulation, live screen annotation, visual content saving, and seamless integration of educational videos, 3D models, and web resources during instruction. However, IWBs serve as instructional displays that complement,

227. (C) Allows safe conduct of experiments without chemical consumption or lab hazards
Interactive virtual science laboratories allow students to conduct simulated chemistry experiments on digital displays safely. Virtual labs eliminate chemical consumption costs, equipment wear, and exposure to hazardous substances or chemical burns, making them valuable supplementary tools for exploring complex experimental procedures prior to physical lab work.

228. (D) SWAYAM PRABHA — 34 DTH Educational TV Channels
SWAYAM PRABHA is correctly identified as a group of thirty-four educational DTH television channels broadcasting high-quality educational programming 24x7 nationwide via GSAT-15 satellite. The other options contain misstatements regarding platform definitions, aid dimensions, or operating modalities.

229. (A) I and II only
Effective ICT integration in smart classrooms requires teachers to align digital content with specific curricular learning outcomes and master both technical software operation and interactive pedagogy (TPACK). Continuous unpaused video streaming without interaction promotes passive consumption and lacks sound pedagogical grounding, making statement III incorrect.

230. (A) Both A and R are true and R is the correct explanation of A
Multi-sensory teaching aids effectively address individual learning differences and diverse cognitive styles in inclusive classrooms. Providing visual, auditory, tactile, and kinesthetic inputs allows learners to process information through preferred sensory modalities, providing a direct explanation for why multi-sensory aids support inclusive pedagogical practice.

231. (B) Flow Chart / Sequence Chart
A flow chart or sequence chart is a two-dimensional non-projected visual graphic aid designed to map step-by-step procedural workflows, sequential stages, or historical progressions. Using geometric symbols and directional arrows, it provides a clear visual structure for procedural concepts and chronological sequences.

232. (D) National Initiative for School Heads' and Teachers' Holistic Advancement - Teacher training scheme
NISHTHA stands for National Initiative for School Heads' and Teachers' Holistic Advancement. Executed by the Ministry of Education and NCERT, it is a nationwide teacher training initiative aimed at building pedagogical capacities, encouraging competency-based learning, promoting inclusive practices, and improving learning outcomes across Indian primary and secondary schools.

233. (C) National Digital Library of India (NDLI)
The National Digital Library of India is a central digital platform that offers free access to millions of digital educational resources, including textbooks, academic papers, research journals, historical manuscripts, audiobooks, and instructional videos across multiple academic disciplines and regional languages.

234. (B) Applying game mechanics (points, badges, challenges) to educational contexts to boost engagement
Gamification in education involves embedding game design elements—such as points systems, achievement badges, leaderboards, immediate feedback, and structural challenges—into non-game educational contexts. This approach enhances student motivation, encourages persistent problem-solving, and increases cognitive engagement with academic content.

235. (A) I and III only
SMART classrooms combine interactive display screens, digital content repositories, computer systems, and sound equipment to visualize abstract concepts through dynamic animations, 3D models, and simulations. However, SMART classroom technology complements rather than replaces human teachers, as effective learning depends on teacher mediation and guidance.

236. (D) Wall Chart / Map / Poster
Wall charts, maps, and posters are non-projected two-dimensional visual aids. Displayed directly on display surfaces without optical projection technology, they present static diagrams, geographic features, or summary text in planar dimensions. Physical globes, specimens, and scale plastic models represent three-dimensional teaching materials.

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improvements; Modification enables significant learning task redesign; and Redefinition allows the creation of novel pedagogical tasks previously inconceivable without digital tools.

278. (A) I, II, and III only
Three-dimensional non-projected aids include realia for authentic observation, scale models for proportional spatial representation, and cut-away mock-ups for demonstrating internal mechanisms. Dioramas are three-dimensional miniature physical scenes rather than flat line drawings on blackboards, making statement IV incorrect.

279. (A) I, II, and III only
The TPACK framework conceptualizes Technological Pedagogical Content Knowledge by intersecting Content Knowledge, Pedagogical Knowledge, and Technological Knowledge. Acquiring technical software skills alone does not guarantee pedagogical transformation, as effective technology integration requires aligning technology tools with sound teaching strategies and subject content.

280. (A) I, II, and III only
Interactive whiteboards and flat panels enable multi-touch visual manipulation, live annotation, digital content saving, and seamless integration of video, audio, and web resources within a unified display interface. IWBs depend on electrical power, internal computing hardware, and display software systems, making statement IV completely incorrect.

281. (A) I, II, and III only
DIKSHA provides open educational resources, features QR-coded Energized Textbooks linking print pages to digital e-content, and supports teacher professional development through online NISHTHA training modules. DIKSHA is a free national digital infrastructure funded by the government, making claims regarding mandatory parent subscription payments completely incorrect.

282. (A) I, II, and III only
Textbooks provide core theoretical content, workbooks offer structured application exercises, and print materials remain accessible foundational learning resources across schools. Modern national curriculum frameworks emphasize that textbooks should serve as dynamic scaffolds rather than the absolute, sole repository of knowledge, making statement IV incorrect.

283. (A) I, II, and III only
Open Educational Resources reside in the public domain or under open intellectual property licenses, permitting free access, adaptation, translation, customization, and redistribution. By eliminating commercial licensing royalties, OER significantly reduces educational costs, contradicting the assertion that teachers are strictly prohibited from customizing or translating OER materials.

284. (A) I, II, and III only
Blended learning integrates traditional face-to-face classroom teaching with planned online digital activities, utilizing structural models like Station Rotation, Flipped Classrooms, and Flex designs to support differentiated learning pathways. Blended learning combines face-to-face interpersonal instruction with digital tasks, making statement IV completely incorrect.

285. (A) I, II, and III only
Effective chalkboard management requires structuring the board logically, maintaining clear legibility and spacing visible from back rows, drawing clean diagrams, and retaining key summary points for lesson synthesis. Filling the board with illegible text and erasing summary points prematurely creates cognitive overload and disrupts student note-taking.

286. (B) Integrate a 3D digital animation / cut-away scale mock-up model demonstrating the 4-stroke cycle
Visualizing internal mechanical operations like valve movements, piston displacement, and ignition timing in a four-stroke engine requires dynamic three-dimensional representation. Integrating a 3D digital animation or physical cut-away scale mock-up model provides direct visual and spatial representation of internal moving parts, overcoming the cognitive limitations of static 2D textbook diagrams.

287. (D) Organize TPACK-aligned training on GeoGebra 3D software and monitor its integration into lesson plans
Resolving student abstract anxiety in 3D geometry requires pedagogical technology integration. The Principal optimizes underutilized ICT

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247. (D) Students study direct lectures at home digitally, using class time for guided problem-solving
Flipped Learning reorganizes traditional classroom structures by shifting direct lecture delivery to self-paced digital home study via video lectures or online readings. In-person class time is dedicated to active learning tasks, guided problem-solving, collaborative peer projects, and personalized teacher feedback.

248. (A) P-2, Q-1, R-4, S-3
Digital initiatives fulfill specialized educational functions: SWAYAM PRABHA operates educational DTH channels 24x7; e-Pathshala provides free access to digital textbooks and media; NISHTHA delivers continuous professional development for teachers; and GeoGebra offers interactive dynamic software for visual geometry and algebra learning.

249. (A) Disparities in device access, high-speed internet, and home study environments (Digital Divide)
Disparities in hardware availability, broadband internet access, digital skills, and quiet study environments constitute the Digital Divide. During remote distance learning, these structural inequalities hinder equitable participation for students from low-income or rural backgrounds, presenting a major barrier to remote educational access.

250. (A) Both A and R are true and R is the correct explanation of A
Edgar Dale's Cone of Experience shows that direct, hands-on experiences lead to deeper conceptual retention than abstract verbal symbols alone. Direct concrete experiences engage multiple sensory channels simultaneously, constructing rich cognitive connections and contextual understanding, explaining why concrete learning experiences produce superior conceptual retention.

251. (A) Both A and R are true and R is the correct explanation of A
School Principals must prioritize pedagogical utility over technological complexity when procuring instructional aids. High-cost digital hardware fails to produce learning gains if it lacks alignment with curricular outcomes or effective teaching strategies, providing a clear rationale for selecting instructional aids based on pedagogical relevance.

252. (A) Both A and R are true and R is the correct explanation of A
Closed-captioned video modules and visual representations are essential for inclusive pedagogy in classrooms containing hearing-impaired students. Captioning translates spoken dialogue and auditory cues into readable visual text, directly explaining why closed-captioned visual media provides equitable access to curriculum content for hearing-impaired learners.

253. (C) A is true but R is false
Printed workbooks serve as valuable scaffolds for self-directed learning, practice, and skill consolidation in secondary mathematics. However, workbooks complement rather than eliminate the necessity for teacher-led diagnostic feedback, conceptual scaffolding, and continuous formative assessment, making the reason statement false.

254. (C) A is false but R is true
Content knowledge and technological knowledge alone are insufficient for effective modern classroom instruction. Teachers must also possess pedagogical knowledge to integrate technology and content into meaningful, learner-centered classroom practices, disproving the claim that content and technology knowledge alone suffice for effective instruction.

255. (A) Both A and R are true and R is the correct explanation of A
History textbooks should be supplemented with authentic realia, local primary sources, and digital media. Utilizing multiple instructional sources fosters historical thinking, critical source evaluation, and dynamic conceptual understanding beyond rote textbook memorization, providing a direct explanation for multi-source instructional design in history education.

256. (A) Both A and R are true and R is the correct explanation of A
Mobile learning affords flexible, context-aware learning opportunities for secondary school students. Handheld mobile devices allow learners to access digital resources, collaborate with peers, and complete self-paced tasks anytime and anywhere, directly explaining why

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296. (B) Maintain high contrast, limit slide information density, use block fonts, and control room light
Rectifying visual projection flaws requires adhering to perceptual visual design principles. Instructors must maintain strong visual contrast between text and background, limit visual slide density, utilize bold sans-serif block fonts visible from distance, structure information logically, and regulate ambient classroom lighting to eliminate glare and prevent visual fatigue.

297. (B) Allocate funds across manipulative kits, SMART classroom maintenance, workbooks, and CWSN materials
Balanced administrative budget allocation requires distributing procurement funds equitably across diverse teaching aid categories. A sound procurement plan allocates resources across mathematics manipulative kits, physical science apparatus, SMART classroom hardware maintenance, student study workbooks, and specialized accessible learning materials for Children with Special Needs.

298. (B) Experiential learning combining direct observation, realia, tactile manipulation, and 3D visual synthesis
Guiding students to conduct direct environmental observations in a garden using magnifying lenses, interact with real biological specimens, and construct a 3D miniature diorama represents experiential learning. This pedagogical activity combines direct physical observation, realia, tactile manipulation, and spatial visual synthesis to build deep ecological understanding.

299. (B) Approve project, ensure equitable device/ offline access, and observe class time usage for practice
Implementing a Flipped Classroom model requires administrative approval paired with equity monitoring. The Principal approves the pilot project while verifying that all students possess digital or offline access to instructional video modules, while observing classroom sessions to ensure in-person time is dedicated to guided problem-solving, collaboration, and diagnostic feedback.

300. (B) Defect: Passive video consumption; Action: Train teacher to pause clips for checks and discussion
Playing continuous uninterrupted video documentaries turns smart classroom technology into passive entertainment. The Principal identifies passive video consumption as the core pedagogical deficiency and provides corrective training, instructing the teacher to select short video segments, pause playback periodically for diagnostic checks, pose analytical questions, and facilitate active discussion.

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CHAPTER 06

Classroom Management Techniques

1. Classroom management is best defined from an administrative and pedagogical leadership perspective as:
(A) The set of mechanical administrative activities regularly performed by a classroom teacher to enforce strict silence, visual conformity, and passive compliance in the instructional space.
(B) The orchestration of classroom activities, environment, resources, and interactions to maximize learning time and engagement.
(C) The periodic application of punitive disciplinary measures and formal sanctions designed to curb disruptive student behavior during official supervisory inspections.
(D) The formal documentation of daily student attendance, official lesson logs, and institutional record-keeping required under departmental administrative rules.

2. Which of the following core dimensions distinguishes effective classroom management from traditional classroom control?
(A) Focus on proactive environmental creation versus reactive compliance enforcement.
(B) Reliance on external administrative sanctions and formal disciplinary measures rather than strategic instructional pacing.
(C) Complete elimination of teacher authority and structured guidance in favour of unguided student autonomy.
(D) Exclusive utilization of formal summative evaluation metrics and high-stakes testing to maintain classroom order.

3. Consider the following statements regarding Jacob Kounin's construct of "Withitness":
I. It refers to a teacher's ability to communicate to students that they are aware of everything happening in the classroom at all times.
II. It requires immediate and accurate intervention before a minor misbehavior escalates or spreads.
III. It relies primarily on physical corporal reprimands to establish authority.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

4. In the context of institutional planning, a Vice-Principal observing classroom transaction notes that instructional momentum breaks down during transitions between tasks. Which theoretical concept from Kounin's framework addresses this issue?
(A) The Ripple Effect mechanism
(B) Multitasking overlappingness
(C) Instructional satiation effect
(D) Smoothness and Pacing

5. In a secondary school setting, a teacher simultaneously addresses a minor off-task behavior of one student while continuing to lead a guided group discussion without interrupting the flow of the lesson. This pedagogical skill is defined by Jacob Kounin as:
(A) Group Focus technique
(B) Systematic flip-flopping
(C) Overlappingness
(D) Instructional thrust

6. A Head of School evaluates classroom effective academic learning time (ALT). Which of the following equations accurately represents Academic Learning Time?
(A) Total Allocated Time minus Non-instructional Attendance Recording Time
(B) Allocated Time × Engaged Time Ratio × Success Rate of Tasks
(C) Total Institutional Annual Hours divided by Prescribed Syllabus Units
(D) Direct Engaged Instructional Time plus Out-of-Class Homework Duration

7. Assertion (A): Preventive classroom management strategies significantly reduce the total administrative burden of disciplinary referrals in secondary schools.
Reason (R): Proactive structuring of physical space, clear routines, and high instructional

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engagement minimize the occurrence of off-task behaviors before they manifest.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. Identify the correct pair of classroom management theorist and their foundational conceptual model:
(A) Rudolf Dreikurs – Social Discipline Model
(B) B.F. Skinner – Choice Theory and Quality Schools Framework
(C) William Glasser – Assertive Discipline and Limit-Setting Model
(D) Lee Canter – Kounin's Instructional Withitness Framework

9. Which of the following is an INCORRECT match between a discipline model and its core operational principle?
(A) Canter's Assertive Discipline – Clear behavioral expectations, firm boundary setting, and consistent follow-through.
(B) Glasser's Choice Theory – Human behavior is internally motivated exclusively to fulfill five basic psychological needs.
(C) Skinner's Operant Conditioning – Behavior is regulated through restorative peer circles without reinforcement.
(D) Dreikurs' Social Discipline Model – Student misbehavior is driven by four mistaken goals: attention, power, revenge, and inadequacy.

10. A Principal conducts a supervisory walk-through and notices a class sitting idle for 15 minutes because the teacher is writing a long text on the board without prior preparation. This scenario represents a loss of:
(A) Engaged and Academic Learning Time
(B) Formal Allocated Institutional Time
(C) Mandated Institutional Administrative Hours
(D) Approved Co-curricular Program Scheduling

11. Which of the following sequences represents the correct progression of stages in establishing an effective classroom management structure at the beginning of an academic session?
I. Co-constructing explicit classroom norms and expectations with students.
II. Modeling, practicing, and reinforcing operational routines.
III. Assessing physical space and arranging seating to facilitate movement and line of sight.
IV. Monitoring adherence and providing feedback/positive reinforcement.
(A) III, I, II, IV
(B) I, II, III, IV
(C) II, III, I, IV
(D) III, II, I, IV

12. During a supervisory evaluation, a Principal observes that a teacher responds to minor student fidgeting by abruptly stopping the lesson, shouting at the class, and abandoning the planned activity. Kounin categorizes such abrupt instructional disruptions as:
(A) Stimulus-Bound Movement
(B) Truncation and Dangle
(C) Group Alerting
(D) Smooth Transition

13. Which of the following is considered a preventive discipline strategy rather than a corrective discipline strategy?
(A) Issuing an official written warning letter to a student following a documented act of vandalism.
(B) Conducting an emergency parent-teacher conflict resolution conference after a physical altercation.
(C) Imposing mandatory after-school detention for repeated failure to complete assigned homework.
(D) Arranging physical learning zones to minimize traffic congestion and clear sightlines.

14. Which principle of effective classroom management dictates that instructional tasks should be designed at an appropriate level of challenge to prevent both boredom and frustration-induced misbehavior?
(A) Principle of Differentiated Instruction
(B) Principle of Arbitrary Punitive Disciplinary Escalation
(C) Principle of Mandatory Passive Behavioral Conformity
(D) Principle of Standardized Uniform Pace Allocation

15. A school Principal receiving complaints about frequent classroom chaos in Class VIII advises the subject teacher to implement "Proximity Control." What does this technique entail?

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(B) Allocated Time
(C) Institutional Calendar Time
(D) Extra-curricular Duration

31. Assertion (A): In large classrooms, establishing structured, non-verbal signals for attention (e.g., raised hand signal or rhythmic clap) is superior to shouting over student noise.
Reason (R): Shouting increases classroom noise baseline, models aggressive communication, and leads to teacher vocal strain without establishing systematic behavioral cues.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In the context of seating arrangements, the "Action Zone" in a traditional classroom setup refers to:
(A) The back corner areas where disengaged or off-task students typically attempt to seek physical isolation.
(B) The external hallway corridor outside the main classroom where physical or practical activities occur.
(C) The teacher's administrative desk zone where official student attendance registers are securely stored.
(D) The front rows and center aisle area where teacher interaction and participation are highest.

33. A teacher frequently experiences "flip-flopping" during lessons. What does this term imply in Jacob Kounin's lesson movement analysis?
(A) The teacher moves smoothly from one complex topic to another, providing clear instructional links between concepts.
(B) The teacher maintains a consistent, steady instructional pace throughout the entire 45-minute scheduled period.
(C) The teacher switches from Activity A to B, then abruptly returns to Activity A mid-way.
(D) The teacher incorporates multi-media digital presentations seamlessly along with traditional blackboard work.

34. Which of the following is a primary psychological drawback of relying on punitive discipline (e.g., harsh punishment, verbal ridicule) in school administration?
(A) It creates fear, increases anxiety, lowers self-esteem, and promotes deceptive behavior to avoid detection.
(B) It permanently enhances long-term intrinsic motivation and academic engagement among high-achieving students.
(C) It completely eliminates any institutional need for comprehensive daily lesson planning and teacher preparation.
(D) It automatically guarantees superior student academic performance and higher scores in standardized tests.

35. Consider the following behavioral strategies used to address minor non-disruptive off-task behavior:
I. Planned Ignoring (Extinction) for temporary attention-seeking behaviors that do not disturb others.
II. Physical isolation in a dark room outside the school hours.
III. Proximity Control by standing near the student.
IV. Indirect verbal reminders referencing classroom rules.
Which of the above statements is/are correct regarding ethically acceptable practices?
(A) I, III and IV only
(B) II and III only
(C) I, II and IV only
(D) II, III and IV only

36. In Applied Behavior Analysis (ABA) applied to classroom management, "Negative Reinforcement" involves:
(A) Presenting a painful or highly unpleasant external stimulus specifically to decrease an undesirable behavior.
(B) Withholding all forms of constructive social interaction and positive feedback from the student permanently.
(C) Giving a tangible physical reward or special academic privilege directly to a student to curb misbehavior.
(D) Removing an unpleasant stimulus to increase the frequency of a desired target behavior.

37. A teacher uses a system where students earn star tokens for exhibiting prosocial behavior (such as active listening and helping peers), which can later be exchanged for group privileges (such as

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without setting any structural limits, clear guidelines, or behavioral expectations.
(D) Relies entirely on the school Principal and administrative officers to enforce basic order and maintain discipline in the classroom.

23. A Principal observing a teacher notices that when a student violates a rule, the teacher imposes a consequence that is entirely unrelated to the misbehavior (e.g., making a student write "I will not speak" 100 times for accidentally spilling paint). According to Dreikurs, this is an example of an arbitrary punishment rather than a:
(A) Natural Consequence
(B) Positive Reinforcement
(C) Token Economy
(D) Logical Consequence

24. Which of the following is an example of a "Logical Consequence" for a student who deliberately damages instructional material during an art class?
(A) Immediately suspending the student from school attendance for two full weeks without administrative review.
(B) Giving every student in the entire class zero marks in the upcoming term examination as punishment.
(C) Forcing the student to stand completely still outside the main school gate for the entire academic day.
(D) Requiring the student to repair or clean the damaged material during activity time.

25. Consider the following characteristics of positive discipline strategies in a school setting:
I. Emphasis on teaching self-regulation and problem-solving skills.
II. Use of consistent, predictable, and fair consequences.
III. Heavy reliance on public shaming to deter peer infractions.
IV. Focus on understanding the root cause or function of student behavior.
Which of the above statements is/are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I and II only

26. A secondary school teacher manages a large class size of 50 students. Which seating arrangement is most effective for facilitating small-group collaborative learning and peer interaction?
(A) Traditional Rows and Columns
(B) Cluster/Group Seating (Pods)
(C) Stadium Style Tiered Seating
(D) Peripheral Wall-facing Seating

27. When managing large classrooms (45+ students), which administrative-pedagogical strategy best assists the lead teacher in monitoring individual progress and maintaining order?
(A) Relying exclusively on traditional direct lecturing while remaining stationary at the teacher's podium.
(B) Mandating that half the registered student body remain outside in corridors during active instructional time.
(C) Implementing peer-tutoring and clear group leader responsibilities.
(D) Abandoning all student-centered practical activities completely in favor of routine passive rote dictation.

28. Which seating arrangement provides the teacher with maximum direct line-of-sight and clear central movement space for whole-class teacher-led discussions and demonstrations?
(A) Horseshoe (U-Shape) Arrangement
(B) Scattered Small Pods
(C) Back-to-Back Pairs
(D) High-density double-bench rows without aisles

29. A Head of School notices that instructional time in Class VI is severely wasted during the transition from the mathematics period to the science practical laboratory session. To remedy this, the Head of School should instruct teachers to:
(A) Eliminate all laboratory practical sessions entirely from the official institutional academic calendar.
(B) Lock the laboratory doors in advance so students are forced to move much faster under external pressure.
(C) Establish clear transition routines and signals for material movement.
(D) Deduct marks directly from students' official academic report cards for taking time moving between rooms.

30. Which time management construct refers to the actual portion of time during which students are actively paying attention, processing content, and participating in instructional tasks?
(A) Engaged Time (Time-on-Task)

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(A) Seating all disruptive and off-task students in the immediate front row of the classroom permanently.
(B) Calling the legal parents or guardians of the student to stand inside the classroom during regular lessons.
(C) Directing an assistant teacher or staff member to continuously monitor the student from outside the door.
(D) Moving physically closer to an off-task student to maintain instructional flow without verbal interruption.

16. In the context of preventive vs. corrective discipline, corrective discipline focuses primarily on:
(A) Proactively designing engaging, outcome-based lesson plans well in advance.
(B) Responding systematically to misbehavior after it has occurred.
(C) Pre-empting potential environmental distraction triggers in the physical setting.
(D) Establishing strong socio-emotional interpersonal bonds during the first week of school.

17. Consider the following statements regarding classroom rules:
I. Rules should be stated in positive, behavioral terms indicating what students should do.
II. Rules should be numerous (at least 15 to 20) to cover every possible student infraction explicitly.
III. Rules are most effective when co-created with students to establish shared ownership.
IV. Rules should be aligned with institutional policies and national statutory norms.
Which of the above statements is/are correct?
(A) I, III and IV only
(B) II and III only
(C) I, II and IV only
(D) I and IV only

18. Under statutory child rights and educational regulations, which of the following is explicitly prohibited?
(A) Physical punishment and mental harassment of children.
(B) Co-creation of classroom rules with students.
(C) Diagnostic continuous and comprehensive assessment.
(D) Remedial coaching during regular school operating hours.

19. A teacher notices that two students are whispering during a silence-requiring individual writing task. The teacher makes direct eye contact with the students and gently nods toward their work paper without speaking. This behavior control strategy is known as:
(A) Negative reinforcement
(B) Over-correction
(C) Non-verbal cueing
(D) Response cost

20. Assertion (A): Punitive discipline strategies such as public humiliation or corporal punishment are ineffective for long-term behavioral transformation.
Reason (R): Punitive measures suppress misbehavior temporarily through fear without teaching alternative prosocial skills, often increasing resentment and anxiety.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Which of the following options represents a key difference between a "rule" and a "routine" in classroom organization?
(A) Rules are co-created by classroom students, whereas routines are legally mandated by educational authorities.
(B) Rules state general expectations for conduct; routines define step-by-step operational procedures.
(C) Rules are inherently punitive in nature, whereas operational routines carry no institutional expectations of student adherence or compliance.
(D) Rules apply strictly during outdoor co-curricular activities, whereas routines apply exclusively inside academic science laboratories.

22. In Lee Canter's Assertive Discipline model, an "assertive teacher" is one who:
(A) Clearly communicates expectations, establishes boundaries, and enforces consequences calmly without hostility.
(B) Demands absolute compliance through arbitrary physical punishment, severe threats, and unpredictable emotional outbursts.
(C) Allows students complete behavioral freedom

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extra library or physical education time). This system is known as:
(A) Response Cost Penalty
(B) Classical Conditioning
(C) Token Economy
(D) Corporal Restraint

38. According to Rudolf Dreikurs, when a student exhibits continuous defiant behavior aimed at defeating the teacher's control, the underlying mistaken goal of misbehavior is:
(A) Power Seeking
(B) Attention Getting
(C) Revenge Seeking
(D) Display of Inadequacy

39. In Dreikurs' framework, if a student feels completely discouraged and refuses to attempt any academic task, claiming "I can't do anything right," the mistaken goal being exhibited is:
(A) Misguided Power Seeking
(B) Active Attention Seeking
(C) Display of Inadequacy
(D) Direct Revenge Seeking

40. Which of the following behavior modification techniques involves removing a student from a reinforcing environment to a low-stimulation setting for a brief, specified duration following misbehavior?
(A) Time-Out from Reinforcement
(B) Restorative Overcorrection
(C) Behavioral Premack Principle
(D) Systematic Behavioral Shaping

41. The Premack Principle (often termed "Grandma's Rule") in classroom management states that:
(A) Strict punitive disciplinary sanctions must always immediately follow the distribution of positive rewards.
(B) High-frequency undesirable behaviors should be systematically ignored until they naturally vanish over time.
(C) Student classroom seating arrangements must strictly follow formal alphabetical and age-based distribution.
(D) Access to a preferred activity reinforces completion of a less preferred activity.

42. A school Principal observes that a teacher praises a student's specific effort by saying, "I appreciate how carefully you organized the data in your science graph today," rather than making a generic statement like "Good boy." This type of feedback is characterized as:
(A) Unconditional Positive Regard devoid of feedback
(B) Specific Process-Focused Reinforcement
(C) General Person-Focused Evaluative Praise
(D) Non-specific Extinctive Behavioral Feedback

43. "Classroom Climate" is best conceptualized as:
(A) The physical ambient temperature, ventilation quality, and humidity level measured by standard meteorological equipment in a classroom.
(B) The statutory administrative ratio of teacher desks to student benches mandated by municipal government school building codes.
(C) The socio-emotional tone, environment, and interpersonal dynamics experienced within the classroom.
(D) The official quarterly academic mark distribution pattern recorded in departmental registers by school administrators.

44. Which of the following factors contributes most positively to establishing an equitable and supportive classroom climate?
(A) Dominant teacher authoritarianism coupled with unpredictable grading standards.
(B) Indifferent teacher attitude letting students navigate conflicts without guidance.
(C) Publicly displaying student assessment ranks from highest to lowest on the bulletin board.
(D) High teacher expectations combined with warm support and fair, transparent evaluation.

45. A teacher wants to build rapport with a newly admitted batch of Class IX students. Which of the following teacher actions is LEAST effective in building positive student-teacher rapport?
(A) Learning and addressing students by their correct preferred names promptly.
(B) Showing genuine interest in students' strengths, goals, and co-curricular activities.
(C) Demonstrating active listening and empathy when students face academic difficulty.
(D) Maintaining strict emotional distance and refusing to listen to student concerns.

46. In group management, the "Ripple Effect" identified by Jacob Kounin describes how:
(A) Directing reprimand or praise at one student influences observing peers' behavior.
(B) Structural water damage in school

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zero warmth and strict passive obedience demands.
(C) Total absence of rules, allowing complete unrestricted student freedom.
(D) High warmth combined with explicit structural expectations and supportive communication.

75. Assertion (A): An Authoritarian classroom management style often leads to compliance in the short term but may induce low intrinsic motivation, high anxiety, and subtle rebellion among secondary school students.
Reason (R): Authoritarian style relies heavily on external coercion, strict control, and low warmth, neglecting the development of student self-determination and self-regulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In William Glasser's "Choice Theory," which five basic internal psychological needs drive human behavior?
(A) Survival, Love/Belonging, Power, Freedom, and Fun
(B) Hunger, Thirst, Sleep, Fear, and Dominance
(C) Wealth, Status, Authority, Physical Fitness, and Fame
(D) Memory, Cognition, Perception, Reflex, and Emotion

77. Which of the following classroom procedures is an example of an effective administrative transition routine?
(A) The teacher shouting "Quiet!" repeatedly for ten minutes while students move heavy furniture randomly around the room.
(B) Standardized signal where students stop talking, put down materials, and face the teacher in 5 seconds.
(C) Allowing students to wander freely into hallways during mid-class shifts without any direct staff supervision.
(D) Cancelling the subsequent academic period whenever transition movement takes longer than two minutes.

78. Identify the INCORRECT statement regarding seating arrangements:
(A) U-shape seating facilitates class discussions and direct line-of-sight between teacher and all students.
(B) Cluster seating is ideal for independent, silent individual testing.
(C) Traditional row seating reduces peer interaction and is suitable for individual direct instruction or formal testing.
(D) Flexible seating options can support diverse physical and sensory needs in inclusive classrooms.

79. Consider the following statements regarding the "Ripple Effect" in classroom management:
I. It occurs when a teacher's correction of one student's behavior influences the behavior of nearby observing students.
II. It is strongest when the teacher's intervention is clear, specific, and focused on the behavior rather than personal attacks.
III. It only works if the teacher uses severe physical threats.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

80. A Principal observes a Class VII science period where the teacher spent 12 minutes distributing lab aprons because there was no systematic distribution procedure. This represents a deficiency in:
(A) Pedagogical Content Knowledge in Chemistry
(B) Alignment with administrative service rules
(C) Classroom Routines and Operational Management
(D) Diagnostic Standardized Assessment Construction

81. In the context of positive discipline, "Behavioral Contracting" involves:
(A) A legal commercial contract signed between school authorities and private security firms.
(B) Directing students to sign an unconditional admission of guilt prior to conducting an inquiry.
(C) A written agreement between teacher and student specifying target behaviors, reinforcers, and logical outcomes.
(D) A financial contract charging parents administrative fees for every disciplinary incident.

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praising students who raise their hand quietly. This technique combines:
(A) Punitive After-School Detention combined with Restorative Environmental Overcorrection.
(B) Monetary or Token Response Cost combined with Immediate Physical Restraint.
(C) Extinction with Differential Reinforcement of Alternative Behavior (DRA).
(D) Negative Reinforcement combined with Continuous Instructional Task Satiation.

54. In a Class X classroom during a science practical demonstration, two students begin arguing loudly over laboratory equipment. The teacher, noticing the tension escalating, calmly steps near the pair, uses a neutral tone to redirect them to dual setup stations, and discusses the incident privately after the period, guiding them to repair their working relationship. In this scenario, the teacher demonstrated effective classroom management through:
(A) Public shaming, aggressive verbal confrontation, and immediate formal expulsion from practical examinations.
(B) Passive submission, stepping back completely and letting the argument escalate into physical violence.
(C) Arbitrary group punishment affecting all uninvolved practical batches across the whole section.
(D) De-escalation, proximity control, redirection, and restorative post-lesson follow-up.

55. Which of the following is considered a structural component of classroom management that directly supports academic focus?
(A) Allowing enrolled students to enter and exit the classroom randomly throughout active instruction.
(B) Frequently changing daily instructional schedules without providing prior notification to students.
(C) Keeping essential instructional resources locked away during active hands-on practical sessions.
(D) Establishing clear procedures for handing in assignments and collecting supplies.

56. What is the main operational difference between "Natural Consequences" and "Logical Consequences" in Dreikurs' framework?
(A) Natural consequences are mandated by local school principals, whereas logical consequences are officially codified by state education departments.
(B) Natural consequences occur automatically; logical consequences are structured by adults and directly related to the violation.
(C) Natural consequences involve severe physical discomfort, whereas logical consequences represent non-existent administrative abstractions.
(D) Natural consequences apply strictly to formal written exam scores, whereas logical consequences apply exclusively to physical education activities.

57. An instructional design technique that helps in time management during a 40-minute lesson is breaking the period into explicit, structured segments. Which model outlines: Warm-up/ Hook, Direct Instruction, Guided Practice, Independent Practice, and Closure/Exit Ticket?
(A) Skinner's Operant Conditioning Reinforcement Matrix
(B) Dreikurs' Goal Identification Diagnostic Chart
(C) Madeline Hunter's Lesson Model
(D) Kounin's Group Dynamic Ripple Effect Analysis

58. Consider the following key elements of classroom management:
I. Physical arrangement of space.
II. Management of student behavior.
III. Orchestration of instructional time and tasks.
IV. Building positive interpersonal relationships.
Which of the above is/are recognized as core components of comprehensive classroom management?
(A) I, II, III and IV
(B) I and II only
(C) II and III only
(D) I, III and IV only

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59. When a teacher encounters persistent severe disruptive behavior that does not respond to standard classroom-level positive interventions, the appropriate administrative and pedagogical step is to:
(A) Immediately execute severe corporal punishment upon the student in full view of the morning assembly.
(B) Permanently delete the student's name from official admission registers without administrative due process.

infrastructure leads to temporary classroom relocation across departments.
(C) Low academic test scores in one core subject automatically cause reduced performance in all other subjects.
(D) Ambient environmental noise originating from outside the school compound severely disrupts classroom focus.

47. Which of the following actions should a school Principal take immediately upon receiving a formal complaint of bullying or peer harassment in a school?
(A) Immediately dismiss the informal complaint as routine, harmless childhood banter without maintaining official written documentation.
(B) Expel both participating students involved in the conflict immediately without conducting any formal administrative hearing or inquiry.
(C) Investigate promptly following guidelines, supporting the victim and providing restorative interventions for the perpetrator.
(D) Transfer the victimized student to another distant section or school site to avoid institutional legal liability for the administration.

48. Restorative practices in classroom discipline focus fundamentally on:
(A) Repairing harm, promoting accountability, and restoring community through structured dialogue.
(B) Exclusively penalizing the designated offender through mandatory physical labour around the school campus grounds.
(C) Completely ignoring the victim's socio-emotional state while focusing exclusively on formal legal court trials.
(D) Implementing an automated administrative suspension of all students who happen to be present during a peer conflict.

49. Assertion (A): Co-creating classroom rules with students at the start of the academic year enhances student compliance and internal accountability.
Reason (R): Co-creation fosters psychological ownership, mutual respect, and a clearer understanding of the rationale behind social norms within the learning environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

50. In an inclusive classroom containing Children with Special Needs (CWSN) alongside neurotypical peers, an effective teacher manages diversity by:
(A) Teaching strictly to the class average level while completely ignoring extreme individual student learning differences.
(B) Physically isolating CWSN students behind a curtain at the far back of the classroom during direct instruction periods.
(C) Arbitrarily lowering behavioral and academic achievement expectations for all enrolled students to the lowest baseline.
(D) Utilizing differentiated instruction, universal design for learning, and flexible grouping.

51. Which of the following statements represents an incorrect application of positive reinforcement in classroom behavior management?
(A) Administering praise or tangibles immediately following the observation of desirable prosocial conduct.
(B) Reinforcing specific, observable target behaviors clearly defined and understood by the student.
(C) Gradually fading continuous reinforcement to an intermittent schedule as target behaviors stabilize.
(D) Giving identical rewards to all students regardless of whether they exhibited the target behavior.

52. When managing transitions between two learning activities, effective teachers typically utilize:
(A) Abrupt instructions shouted loudly while the class is still actively engaged in loud peer conversation.
(B) Clear advance warnings, explicit movement instructions, and established routine cues.
(C) Threatening the entire class with severe grade deductions if physical movement takes longer than ten seconds.
(D) Leaving the classroom entirely unmonitored to allow students to organize themselves without supervision.

53. A student consistently interrupts class discussions by shouting out answers without raising their hand. The teacher decides to ignore the shouted answers completely, while only calling on and

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(D) Keeping all students attentive by posing questions to the class before calling on individuals randomly.

68. Which of the following classroom physical layouts is LEAST conducive to direct interactive whole-class instruction in a standard primary school classroom?
(A) High-density rows where rear students cannot see or hear the teacher clearly.
(B) Semi-circular configuration facing the primary interactive display board.
(C) U-shape desk arrangement allowing central teacher movement across rows.
(D) Modular group clusters arranged with wide central walking aisles.

69. Consider the following actions taken by a school principal to manage diversity in classrooms:
I. Promoting culturally responsive teaching practices across all subject departments.
II. Standardizing a single, rigid teaching speed for all students regardless of baseline abilities.
III. Ensuring physical accessibility and reasonable accommodations for students with locomotor or sensory impairments.
IV. Facilitating multi-lingual support materials for students from non-native language backgrounds.
Which of the above actions support inclusive classroom management?
(A) I, III and IV only
(B) II and III only
(C) I and II only
(D) I, II, III and IV

70. During an English class, a student named Rohan frequently makes funny comments to elicit laughter from peers. The teacher realizes that Rohan's behavior is driven by an attention-seeking motive. Applying Dreikurs' model and behavior management principles, the teacher should:
(A) Immediately suspend Rohan from attending school for the remainder of the current academic session.
(B) Verbally insult Rohan's family background and personal character in front of the entire class.
(C) Permanently ignore Rohan completely, even when he performs exceptionally well in academic tasks.
(D) Give Rohan recognition when displaying constructive behavior, while minimizing peer reinforcement during outbursts.

71. "Overcorrection" is a behavioral modification strategy that involves:
(A) Modifying assessment marks upward to compensate for student disciplinary infractions.
(B) Granting double tangible rewards for every minor daily routine task completed on time.
(C) Practicing appropriate behavior repeatedly or restoring the environment significantly better than before the infraction.
(D) Erasing classroom rules completely whenever student non-compliance rates increase.

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72. Which of the following statements regarding the legal framework of school management and student rights is correct?
(A) Teachers are permitted to use mild physical cane strikes if approved by the School Management Committee (SMC).
(B) Corporal punishment is completely prohibited; violations lead to disciplinary action under service rules and prosecution under statutory child protection laws.
(C) Mental harassment is legally permissible if it directly results in higher academic test scores on board exams.
(D) Principals possess discretionary statutory powers to override national anti-bullying provisions.

73. In the context of effective classroom management, "smoothness" in instructional transaction means:
(A) Making all examination papers extremely easy so that every enrolled student scores maximum marks.
(B) Painting classroom walls with smooth metallic finishes to optimize acoustic resonance.
(C) Continuous instructional flow without interruptions, off-topic tangents, or teacher delays.
(D) Reading directly from the textbook continuously without engaging students in discussion.

74. Which of the following is a key characteristic of an Authoritative (as opposed to Authoritarian) classroom management style?
(A) Low expectations combined with absolute neglect of student socio-emotional needs.
(B) High direct punishment combined with

(C) Conduct a Functional Behavior Assessment (FBA) and formulate a Behavior Intervention Plan (BIP) with counselors and parents.
(D) Instruct all other enrolled students to boycott, ignore, and socially isolate the disruptive student.

60. Assertion (A): In inclusive classrooms, flexible seating strategies (e.g., floor cushions, adjustable desks, wobble stools) enhance attention and reduce behavioral interruptions for CWSN including ADHD students.
Reason (R): Flexible seating allows appropriate sensory-motor modulation while keeping students engaged in core instructional tasks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. Which of the following behavior modification principles is applied when a teacher reduces the frequency of a student's unwanted behavior by delivering reinforcement for every period the student refrains from that behavior?
(A) Continuous Task Satiation Process
(B) Differential Reinforcement of Other Behavior
(C) Systematic Negative Punishment Procedure
(D) Classical Counter-Conditioning Protocol

62. Which of the following represents an incorrect approach to addressing bullying in a school setting?
(A) Formulating a clear, zero-tolerance institutional anti-bullying policy shared with all stakeholders.
(B) Creating an anonymous reporting system for students to report incidents safely.
(C) Providing continuous counseling support to both victims and perpetrators to address root dynamics.
(D) Publicly humiliating the victim for "being weak" and encouraging them to fight back physically.

63. In the context of lesson pacing, "Satiation" occurs when:
(A) The teacher delivers complex content at an excessively rapid pace that prevents comprehension.
(B) Instructional materials and textbook supplies run out completely mid-way through the term.
(C) Students complete their assigned seatwork exercises five minutes before the scheduled bell.
(D) Students become bored and off-task because an activity is prolonged beyond its instructional utility.

64. Identify the correct pair:
(A) Thomas Gordon – Teacher Effectiveness Training (TET)
(B) Lee Canter – Social Discipline and Four Mistaken Goals
(C) Rudolf Dreikurs – Assertive Discipline and Limit-Setting
(D) Jacob Kounin – Quality School Management Theory

65. In Thomas Gordon's Teacher Effectiveness Training (TET), when a teacher uses an "I-Message" instead of a "You-Message," the primary purpose is to:
(A) Assert absolute teacher authority through legal disciplinary threats.
(B) Demand that the student apologize publicly to the school administration.
(C) Express how misbehavior impacts instruction without blaming the student personally.
(D) Shift administrative responsibility onto departmental vice-principals.

66. Which of the following is an example of an "I-Message"?
(A) "You are consistently lazy and disrespectful toward authority in my classroom!"
(B) "Why cannot you behave appropriately like the other well-behaved students here?"
(C) "When talking continues during group work, I get distracted and cannot provide feedback, delaying our lesson plan."
(D) "You will definitely fail this academic term if you do not stop speaking immediately!"

67. A Vice-Principal inspecting classrooms notices that Teacher A consistently uses "Group Alerting" strategies. What is Teacher A doing?
(A) Ringing an emergency handbell every ten minutes to keep students alert during lectures.
(B) Punishing the entire class whenever one individual student fails to answer a question.
(C) Writing the names of all noisy groups on the blackboard for formal administrative sanctions.

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82. Which of the following is a primary cause of student off-task behavior stemming from pedagogical design rather than student misbehavior?
(A) Clear and consistent enforcement of classroom rules.
(B) Instructional tasks that are inappropriately paced—far too difficult or excessively repetitive.
(C) High levels of teacher warmth and rapport.
(D) Adequate availability of teaching-learning materials.

83. In a secondary school, a teacher notices that during group work, two high-performing students complete all the assigned work while three other group members remain passive and uninvolved ("social loafing"). To improve group management, the teacher should restructure the activity by:
(A) Disbanding all group work activities permanently and conducting only passive direct lectures.
(B) Giving all group members zero marks for the term project regardless of individual contributions.
(C) Publicly praising the two active students while expelling the remaining three from the room.
(D) Assigning interdependent roles and establishing individual accountability alongside group rewards.

84. Which of the following techniques is recommended for a teacher handling an emotionally agitated, escalating student in the classroom:
(A) Remaining calm, lowering voice pitch, maintaining physical space, and avoiding power struggles.
(B) Matching the student's shouting volume and issuing severe physical threats to assert authority.
(C) Cornering the student physically against a room wall while demanding immediate complete submission.
(D) Inviting the entire class to chant collective reprimands at the agitated student.

85. In Jacob Kounin's terminology, "Dangle" refers to a situation where a teacher:
(A) Hangs visual display charts from classroom ceilings to decorate the room.
(B) Starts an activity, leaves it hanging mid-air for an unrelated matter, leaving class waiting.
(C) Suspends a student's backpack from a door hook as a disciplinary penalty.
(D) Delivers a highly motivating lesson introduction that captures attention.

86. Which of the following is a core element of "Restorative Circles" used in restorative disciplinary practice?
(A) Forcing the accused student to stand in the center of a circle while peers throw verbal insults.
(B) Ranking students in circular order based on academic term marks.
(C) Providing a structured space where affected parties express feelings, understand impact, and agree to repair harm.
(D) A physical exercise routine conducted during physical education periods.

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87. Consider the following statements regarding the role of teacher warmth and demandingness (Baumrind's typology applied to classroom management):
I. Authoritative Management: High Warmth, High Demandingness.
II. Authoritarian Management: Low Warmth, High Demandingness.
III. Permissive Management: High Warmth, Low Demandingness.
IV. Uninvolved/Neglectful Management: Low Warmth, Low Demandingness.
Which of the above pairs is/are correctly matched?
(A) I, II, III and IV
(B) I and II only
(C) I, III and IV only
(D) II and IV only

88. A Head of Institution reviewing school disciplinary logs notices a high frequency of physical fights during mid-day break transitions. Which institutional administrative control measure is most appropriate?
(A) Deploying active teacher supervision at key spatial zones and organizing scheduled recess activities.
(B) Cancelling the statutory mid-day meal scheme entirely for all enrolled students.
(C) Confining all students inside dark classrooms with doors locked securely from outside.
(D) Installing loud emergency alarm sirens that sound continuously throughout break times.

89. In behavior modification, "Shaping" is best defined as:
(A) Molding clay models during art integrated learning periods.
(B) Forcing a student into a specific physical posture during morning assembly.
(C) Systematically reinforcing successive approximations toward a target complex behavior.
(D) Administering a large financial or academic penalty for minor initial errors.

90. Assertion (A): In effective classroom management, seating arrangements should be flexible and dictated by the nature of the instructional activity rather than permanently fixed.
Reason (R): Different learning modalities—such as direct instruction, collaborative small groups, individual assessments, and dynamic class debates—require different physical spaces to optimize interaction and minimize distractions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Which of the following is an example of a "Preventive Environmental Strategy" in classroom management?
(A) Writing formal written reprimand letters to parents after a disciplinary incident.
(B) Suspending students who forget to bring their textbooks to class.
(C) Placing high-traffic resources in accessible areas away from instructional bottlenecks.
(D) Conducting diagnostic term-end academic examinations.

92. When co-creating classroom rules with secondary school students, what is the recommended limit for the total number of primary rules?
(A) 25 to 30 detailed legalistic clauses.
(B) Exactly 1 rule stating "Obey the teacher at all times."
(C) No limit; rules should cover every possible human action.
(D) 4 to 6 core, clear, positively framed rules.

93. A teacher notices that a student with Attention Deficit Hyperactivity Disorder (ADHD) struggles to remain seated during 40-minute lectures. Which of the following is the most appropriate management strategy?
(A) Taping the student firmly to their chair to enforce absolute physical immobility.
(B) Incorporating scheduled short movement breaks, sensory tools, and breaking tasks into shorter chunks.
(C) Sending the student out into the hallway corridor every single day.
(D) Ignoring the student's physical distress while punishing them for fidgeting.

94. What is the primary purpose of conducting a "Functional Behavior Assessment" (FBA) in school management?
(A) To assign a numerical grade to a student's moral character on official report cards.
(B) To determine financial penalties to be levied on parents under school management rules.
(C) To rank teachers based on the number of disciplinary referrals issued.
(D) To identify underlying triggers, functions, and maintaining consequences of persistent challenging behavior.

95. In the ABC model of behavior analysis, what do the letters A, B, and C stand for?
(A) Antecedent, Behavior, Consequence
(B) Action, Boundary, Control
(C) Assessment, Benchmark, Correction
(D) Attitude, Belief, Character

96. Which of the following actions by a classroom teacher is an example of "Prompting" in behavior guidance?
(A) Delivering a severe reprimand long after a behavioral mistake is made.
(B) Providing a subtle visual or verbal cue to assist the student in initiating correct behavior before an error occurs.
(C) Ignoring the student completely when they ask for academic assistance.
(D) Writing a formal disciplinary warning letter to the student's parents.

97. Consider the following features of effective feedback in maintaining a positive learning climate:
I. Timely – provided soon after the performance or behavior.
II. Specific – clearly identifying what was done well and what needs improvement.
III. Actionable – giving practical guidance on how to improve.

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IV. Person-focused – labeling the inherent intelligence or flaw of the individual student.

Which of the above features is/are desirable for positive feedback?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

98. In a Class X classroom during a science practical demonstration, two students begin arguing loudly over laboratory equipment as soon as the bell rings. To resolve this management issue, the Principal advises the physics teacher to:
(A) Lock all laboratory equipment away permanently and teach physics purely theoretically.
(B) Fine each student money whenever a rush occurs.
(C) Establish a clear equipment collection routine where groups are dismissed systematically by rows or tables.
(D) Allow only the highest-scoring student in exams to enter the laboratory.

99. Which of the following principles of time management in lessons ensures that academic instruction is not delayed by routine administrative tasks?
(A) Spending the first 25 minutes of every 40-minute period taking verbal attendance.
(B) Asking students to execute teacher administrative paperwork during instructional discussions.
(C) Streamlining routines like attendance, material distribution, and homework collection into automated procedures.
(D) Eliminating homework collection entirely from the school system.

100. In cooperative learning group structures, what is the term for ensuring that every individual member must contribute for the team to succeed, preventing "free-riding"?
(A) Institutional Competition and External Supervisory Surveillance
(B) Static Homogeneous Ability-based Tracking
(C) Arbitrary Structural Group Isolation
(D) Positive Interdependence and Individual Accountability

101. Which of the following is an INCORRECT combination of discipline approach and operational philosophy?
(A) Assertive Discipline – Teacher sets clear limits and consequences while respecting student rights.
(B) Choice Theory – Student behavior is an attempt to meet internal basic psychological needs.
(C) Restorative Justice – Focuses on breaking rules and imposing retributive pain on offenders.
(D) Social Discipline Model – Behaviors stem from mistaken goals seeking belongingness.

102. What term did Jacob Kounin use to describe a teacher's tendency to stay with a minor side issue or sub-topic for far too long, dragging out explanations and losing class momentum?
(A) Thrust
(B) Overdwelling
(C) Stimulus-Bound
(D) Flip-flop

103. In classroom supervision, when a teacher suddenly bursts into an ongoing student activity with a new statement or instruction without establishing attention or context, Kounin calls this:
(A) Smoothness
(B) Slowdown
(C) Thrust
(D) Group Focus

104. Assertion (A): Token economies in classrooms can be highly effective for establishing initial prosocial behaviors among students with severe behavioral challenges.
Reason (R): Token economies provide immediate, concrete, tangible reinforcement that bridges the temporal gap between the behavior and long-term intrinsic rewards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

105. Which of the following represents an effective teacher strategy for addressing verbal microaggressions or biased slurs made by students in a classroom?
(A) Ignoring the slur completely to avoid making the situation uncomfortable.
(B) Laughing along with the class to maintain high rapport.

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(A) A system that segregates students based on their cultural and regional background into separate sections.
(B) A management approach that uses cultural knowledge, prior experiences, and performance styles of diverse students to make learning management more appropriate and effective.
(C) A policy that bans all discussion of culture, religion, and regional language inside school premises.
(D) An administrative system applied only during annual cultural festival weeks.

137. Which of the following is an example of "Non-Verbal De-escalation" by a school leader or teacher during a heated classroom conflict?
(A) Pointing a finger aggressively within two inches of the student's face while scowling.
(B) Crossing arms tightly, puffing out chest, and stepping aggressively into the student's personal space.
(C) Maintaining an open, non-threatening body posture, adopting a calm facial expression, and giving the excited student personal physical space.
(D) Turning around and slamming the door loudly.

138. During a Class IX mathematics assessment, a teacher catches a student attempting to copy answers from a peer. According to logical consequence principles and supportive discipline guidelines, the teacher should:
(A) Announce the cheating loudly to the whole school assembly and strip the student of their uniform.
(B) Allow the student to continue copying so as not to damage their self-esteem.
(C) Call the police immediately to arrest the student for exam fraud.
(D) Quietly collect the paper, require the student to demonstrate mastery on an alternate assessment under supervision, and address the motivation behind cheating privately.

139. What is the key objective of establishing "Classroom Routines" for opening minutes of a period (e.g., Do-Now / Bellwork activities)?
(A) To give the teacher 20 minutes to drink tea and read newspapers in the staffroom.
(B) To ensure students sit in total silence with their eyes closed for half the period.
(C) To delay formal subject teaching until the last five minutes of the period.
(D) To immediately engage students in productive academic work the moment they enter the classroom while the teacher completes essential administrative tasks like attendance.

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140. Assertion (A): Multi-grade classrooms in primary schools require specialized classroom management techniques compared to single-grade classrooms.
Reason (R): In multi-grade settings, teachers must orchestrate direct instruction with one grade level while managing self-directed peer learning or independent work routines for other grade levels simultaneously.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

141. Which of the following theoretical perspectives views classroom misbehavior as a symptom of an unmet need for belongingness, significance, and emotional security?
(A) Extreme Behaviorist Mechanistic Frameworks
(B) Humanistic and Adlerian Social Discipline Frameworks (e.g., Dreikurs)
(C) Classical Mechanical Factory Management Models
(D) Bureaucratic Structural Compliance Theory

142. Identify the correct pair of term and its definition in Kounin's classroom movement analysis:
(A) Withitness – The practice of allowing students to leave the classroom whenever they wish.
(B) Overlappingness – The inability of a teacher to handle two events at the same time.
(C) Slowdowns – Teacher behaviors that delay or slow down the rate of a lesson (e.g., overdwelling, fragmenting).
(D) Truncation – Finishing a lesson ten minutes after the final bell has rung.

143. What is "Fragmentation" in Jacob Kounin's classroom management framework?
(A) Dropping instructional glass test tubes in science labs.
(B) Splitting a large school into multiple administrative campuses.

disappears.
(C) Adding extra homework whenever a student asks a question.
(D) Rewarding misbehavior continuously until the teacher gets tired.

113. What is "Extinction Burst" in Applied Behavior Analysis?
(A) The explosive noise created by physical laboratory chemicals.
(B) The sudden complete cessation of all classroom activity when the bell rings.
(C) A temporary, sudden increase in the frequency, intensity, or duration of an unwanted behavior immediately after reinforcement for that behavior is first withheld.
(D) A permanent structural breakdown of classroom discipline rules.

114. In classroom management theory, "Active Listening" by a teacher involves:
(A) Quietly writing down everything the student says to use as legal evidence against them.
(B) Interrupting the student immediately to give moral lectures.
(C) Nodding continuously while performing unrelated administrative work.
(D) Paraphrasing and reflecting back both the emotional content and message of a student's statement to ensure clear understanding and empathy.

115. Which of the following classroom physical arrangements is most suitable for holding a formal class debate or round-table discussion?
(A) U-Shape / Horseshoe or Facing Seminar Configuration
(B) Isolated Individual Testing Cubicles
(C) Single-line column arrangement stretching down a long corridor
(D) Random scattered desks facing backward

116. Consider the following statements regarding the application of positive reinforcement:
I. Continuous reinforcement is best for establishing new, desired behaviors quickly.
II. Intermittent (variable) reinforcement is best for maintaining established behaviors and making them resistant to extinction.
III. Delaying reinforcement by several weeks is the most effective way to modify daily classroom habits.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

117. A Vice-Principal observes that a teacher frequently uses "Group Focus" during recitations. What does this indicate?
(A) The teacher groups all struggling students together at the back of the room.
(B) The teacher holds the whole class accountable for paying attention and actively keeps all students engaged even when one student is responding.
(C) The teacher evaluates group work based on the appearance of group presentation boards only.
(D) The teacher lectures exclusively to the top three students in the class.

118. Which of the following is an example of an "Incompatible Behavior" targeted in Differential Reinforcement of Incompatible Behavior (DRI)?
(A) Reinforcing a student for talking loudly while reading silently.
(B) Reinforcing a student for running while sitting in a chair.
(C) Reinforcing a student for keeping their hands in their lap/on their desk to eliminate the incompatible behavior of hitting peers.
(D) Reinforcing a student for ignoring rules while obeying them.

119. In classroom time allocation terms, "Allocated Time" refers to:
(A) The actual minutes spent taking attendance each day.
(B) The time students spend on homework at home.
(C) The time reserved for annual athletic meets.
(D) The total duration of time formally scheduled and set aside by the school authority for a specific subject or learning activity.

120. Assertion (A): Establishing systematic "Start-of-Period" and "End-of-Period" routines increases the overall Academic Learning Time (ALT) in secondary schools.
Reason (R): Standardized routines reduce procedural uncertainty, minimize transition loss, and immediately focus student attention on instructional tasks.
(A) Both A and R are true and R is the correct explanation of A

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. What is the primary drawback of using public comparison (such as announcing test ranks loudly or creating "shame lists" on blackboards) as a disciplinary or motivational tool?
(A) It takes too much time away from formal sports periods.
(B) It violates state financial accounting guidelines.
(C) It fosters socio-emotional distress, heightens peer resentment, damages self-esteem, and damages the psychological safety of the classroom climate.
(D) It forces teachers to prepare more complex lesson plans.

122. Which of the following statements regarding "Proximity Control" is correct?
(A) It requires the teacher to remain permanently seated at the front desk.
(B) It involves physically grabbing a student's desk to enforce compliance.
(C) It can only be used in computer laboratories with surveillance cameras.
(D) It relies on non-verbal presence to calm off-task behavior without disrupting ongoing class instruction.

123. Identify the core focus of "Tier 1" interventions in Positive Behavioral Interventions and Supports (PBIS) frameworks:
(A) Universal primary prevention strategies applied to all students across the entire school to establish positive social culture.
(B) Intensive individual clinical interventions designed for 1-5% of high-risk students.
(C) Specialized small-group targeted interventions for at-risk students.
(D) Statutory suspension and expulsions mandated by court orders.

124. In the PBIS framework, "Tier 2" interventions are designed for:
(A) The entire student body universally without exception.
(B) At-risk students who require targeted, small-group behavioral support and monitoring (e.g., Check-In/Check-Out systems).
(C) Administrative staff and teachers during professional development retreats.
(D) External law enforcement officers conducting safety audits.

125. Consider the following key principles of Restorative Practice in schools:
I. Focus on harm caused rather than just rule broken.
II. Engagement of all stakeholders affected by the conflict.
III. Focus on repairing relationships and restoring community.
IV. Equal distribution of physical punishment to all involved parties.
Which of the above principles is/are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

126. In a Class VIII social science class, a teacher notices that during class debates, a few dominant students consistently interrupt others and mock differing viewpoints. To create a safe and inclusive classroom environment, the teacher should:
(A) Cancel all student discussions and switch permanently to rote dictation.
(B) Establish explicit "Discussion Ground Rules" co-constructed with the class (e.g., active listening, waiting for turn, attacking ideas not people) and enforce them consistently.
(C) Allow dominant students to dictate opinions while ignoring lower-confidence students.
(D) Report all participating students to the police for public nuisance.

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127. What is the pedagogical function of an "Exit Ticket" used at the end of a classroom period?
(A) To serve as an official pass allowing students to leave the school premises mid-day.
(B) To collect physical entry fees for co-curricular clubs.
(C) To conduct a quick, formative assessment of student understanding while facilitating a smooth closure routine in the final 3-5 minutes of class.
(D) To track teacher arrival times at the school main gate.

128. Which of the following is considered an "Antecedent Strategy" in classroom management?
(A) Issuing a detention slip after a fight breaks out.

(B) Deducting marks from an exam paper two weeks after a behavioral disruption.
(C) Calling a parent-teacher meeting at the end of the academic term.
(D) Pre-correcting expected behavior before entering an assembly hall or starting a messy group science experiment.

129. When arranging a computer laboratory with 40 workstations for secondary students, which physical management consideration is most vital for preventing off-task behavior and ensuring safety?
(A) Positioning monitors so that student screens are visible to the teacher walking the aisles, and keeping wiring securely encased.
(B) Blocking all central walking paths with spare desk chairs.
(C) Turning off all lighting so students focus only on bright monitors.
(D) Placing all computers in dark corners facing away from the supervisory desk.

130. Assertion (A): Differentiated instruction is an integral aspect of effective classroom management in diverse classrooms.
Reason (R): When learning activities are tailored to students' varying readiness levels, learning profiles, and interests, off-task behaviors resulting from boredom or academic frustration are minimized.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. Which of the following behavior management strategies relies on applying a high-probability request prior to a low-probability request to build behavioral momentum?
(A) Response Cost Protocol
(B) High-Probability (High-p) Request Sequence
(C) Time-Out from Positive Reinforcement
(D) Retroactive Inhibition Protocol

132. In classroom management, what does the term "Pacing" refer to?
(A) The speed at which a teacher physically walks around the perimeter of the classroom.
(B) The total number of days spent on administrative record-keeping per month.
(C) The rate and rhythm at which a teacher moves through an instructional lesson, keeping it moving fast enough to maintain interest but slow enough to ensure comprehension.
(D) The frequency of mandatory physical education periods per week.

133. Identify the main operational limitation of relying purely on Extinction (planned ignoring) for eliminating an aggressive misbehavior in a classroom:
(A) Extinction costs too much money to implement in government schools.
(B) Extinction is strictly prohibited by statutory service rules.
(C) Extinction can only be performed by external university professors.
(D) Extinction does not immediately stop the behavior and may cause a temporary extinction burst, which is unsafe if the behavior involves physical aggression or immediate danger.

134. Consider the following statements regarding the physical environment of a well-managed classroom:
I. Clear traffic lanes ensure smooth movement to key resources (doors, boards, sinks).
II. Sightlines should allow the teacher to see all students from anywhere in instructional zones.
III. High-distraction zones (windows, noise sources) should be managed carefully when placing easily distracted students.
IV. Heavy furniture should block classroom emergency exits to prevent tardiness.
Which of the above statements is/are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

135. A Principal conducting a pedagogical workshop emphasizes "Positive Classroom Framing." Which of the following phrases represents positive framing?
(A) "If you make noise, I will fail all of you!"
(B) "You are the worst class I have ever taught!"
(C) "Please walk quietly to your seats" instead of "Don't run and stop making noise!"
(D) "Stop acting like foolish children!"

136. In the context of student diversity, what is "Culturally Responsive Classroom Management" (CRCM)?

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Overjustification Effect).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

151. Which of the following strategies is most effective for building a positive classroom emotional culture during the first two weeks of an academic session?
(A) Administering difficult surprise tests every day to instill fear and compliance.
(B) Engaging in structured icebreaker activities, co-creating shared norms, learning student names, and establishing predictable daily routines.
(C) Lecturing continuously without allowing student questions or interaction.
(D) Locking classroom doors precisely at the bell and turning away tardy students without inquiry.

152. In classroom management, what is the term for a teacher's ability to maintain high engagement and focus across the entire group, rather than focusing only on one individual student at a time?
(A) Group Focus / Group Alerting
(B) Truncation
(C) Stimulus-Bound Reaction
(D) Individualized Tracking

153. Which of the following is an example of an "Internalizing Behavioral Problem" in a classroom setting that teachers often overlook compared to externalizing disruptive behaviors?
(A) Shouting across the classroom and throwing paper airplanes.
(B) Verbally defying teacher instructions during lectures.
(C) Severe social withdrawal, extreme anxiety, non-participation, and excessive self-isolation.
(D) Physically damaging classroom furniture.

154. Consider the following statements regarding the handling of disruptive student behavior:
I. Address minor off-task behaviors with low-key, minimal interventions first (eye contact, proximity, non-verbal cues).
II. Publicly criticize and confront the student immediately with loud reprimands to set an example.
III. Save intensive formal consequences for persistent or high-severity behaviors.
IV. Separate the student's core identity from the problematic behavior being corrected.
Which of the above statements represent sound pedagogical practice?
(A) I, III and IV only
(B) II and III only
(C) I and II only
(D) I, II, III and IV

155. A teacher uses a timing device (stopwatch/ digital timer) displayed on a smartboard to count down group work activities. How does this aid classroom time management?
(A) It records student audio for administrative surveillance purposes.
(B) It replaces the need for teacher planning and content delivery.
(C) It creates visual urgency, keeps student groups paced on task, and structures clear operational boundaries for task completion.
(D) It automatically assigns grades based on completion speed.

156. In William Glasser's Quality School concept, lead-management is contrasted with boss-management. Which of the following is a characteristic of a "Lead-Teacher"?
(A) Using fear, threats of failure, and strict coercion to compel student work output.
(B) Encouraging students to evaluate their own work, providing continuous support, and creating a cooperative, non-coercive learning climate.
(C) Controlling all student movements through rigid mechanical commands without listening.
(D) Refusing to provide feedback or grade assignments.

157. Which seating configuration is recommended when conducting standardized, high-stakes formal individual paper-and-pencil examinations in a secondary school?
(A) Four-desk cluster pods facing inward.
(B) Large circular group tables with shared seating.
(C) Floor cushion circles around central tables.
(D) Single-desk rows facing forward with maximum uniform distance between desks.

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(C) Dividing exam papers into multiple choice sections.
(D) When a teacher breaks down a single unit of activity or behavior into unnecessary component sub-parts, slowing down lesson momentum (e.g., calling students up one by one to collect paper instead of distributing by rows).

144. Consider the following teacher behaviors observed during a supervisory inspection:
I. Giving instructions before securing total class attention.
II. Pacing the lesson according to student comprehension and engagement levels.
III. Providing clear, visual displays of daily schedules and expectations.
IV. Frequently interrupting student independent practice to make minor unrelated announcements.
Which of the above behaviors contribute positively to effective classroom management?
(A) II and III only
(B) I and IV only
(C) I, II and III only
(D) II, III and IV only

145. A Vice-Principal observes a teacher who frequently uses "Praise-And-Ignore" strategy. How is this strategy implemented?
(A) The teacher praises all students publicly and ignores all administrative registers.
(B) The teacher praises students who are following expectations while ignoring minor attention-seeking off-task behaviors of other nearby students, prompting off-task students to conform.
(C) The teacher ignores high-achieving students and praises only disruptive students regardless of behavior.
(D) The teacher praises the Principal while ignoring all student queries.

146. Which of the following is considered an ethical alternative to suspension for managing non-violent chronic behavioral issues in secondary schools?
(A) Forcing the student to stand outside the school gate in extreme weather.
(B) Publicly posting the student's family financial status on bulletin boards.
(C) In-School Restorative Reflection and Behavioral Skill-building Workshops supervised by trained counselors.
(D) Mandatory manual cleaning of staff washrooms during examination hours.

147. Under the framework of Inclusive Pedagogy, how should classroom management accommodate a child with Hearing Impairment (HI)?
(A) Placing the child at the back of the classroom behind a speaker cabinet.
(B) Directing the child to read textbooks silently at home without attending live classes.
(C) Exempting the child from all classroom behavior rules and academic expectations.
(D) Ensuring preferential seating near the front/center, clear facial visual line of sight for lip-reading, and providing structured visual cues alongside oral instructions.

148. What is the primary difference between "Positive Reinforcement" and "Positive Punishment"?
(A) Positive Reinforcement is used by principals, while Positive Punishment is used by parents.
(B) Positive Reinforcement adds a desirable stimulus to INCREASE a behavior, while Positive Punishment adds an undesirable/aversive stimulus to DECREASE a behavior.
(C) Positive Reinforcement is legal, while Positive Punishment involves cash rewards.
(D) There is no difference between the two terms.

149. In a middle school classroom, Class VII students exhibit severe noise levels whenever group activities are assigned. The teacher decides to install a simple visual signal—a "Noise Meter" (Red, Yellow, Green traffic light system) on the front wall. When noise approaches Yellow, the teacher points to the signal without speaking. This intervention is an effective example of:
(A) Extreme surveillance violating student freedom.
(B) Corrective punitive discipline under civil service regulations.
(C) Visual non-verbal feedback for self-regulation during group management.
(D) Diagnostic standardized testing protocol.

150. Assertion (A): Over-reliance on tangible external rewards (e.g., cash, candies) for tasks that are intrinsically interesting can erode intrinsic motivation among students.
Reason (R): According to Self-Determination Theory (Deci & Ryan), external tangible rewards can shift the locus of causality from internal interest to external compliance (the

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(C) Expelling the victim of the slur to keep peace in the classroom.
(D) Immediately interrupting the behavior, naming the harmful nature of the slur, re-establishing ground rules, and addressing the impact constructively.

106. In classroom seating layout, what is the primary structural drawback of placing desks in isolated rows facing wall cubicles in a middle-school setting?
(A) It severely restricts collaborative peer interaction and group-based active learning modalities.
(B) It makes taking attendance impossible for the teacher.
(C) It violates state building architectural safety guidelines.
(D) It increases the cost of school furniture procurement.

107. Consider the following key elements involved in executing effective "Transitions" between instructional activities:
I. Clear signal for attention.
II. Direct, step-by-step instructions before student movement begins.
III. Visual or timer cues to monitor remaining transition time.
IV. Explicit teacher reinforcement of quick and quiet transitions.
Which of the above elements is/are essential for effective transitions?
(A) I, II, III and IV
(B) I and II only
(C) II and IV only
(D) I, III and IV only

108. A teacher notices that a student becomes anxious and prone to behavioral outbursts whenever the daily classroom routine changes unexpectedly. Which strategy best supports this student?
(A) Surprising the student daily with unpredictable schedule alterations to build resilience.
(B) Keeping the student in the principal's office permanently during altered days.
(C) Punishing the student for feeling anxious.
(D) Providing a clear visual schedule on the wall and giving advance warnings prior to non-routine transitions.

109. Which of the following best describes "Response Cost" in behavior modification?
(A) The financial expenditure required to purchase classroom instructional supplies.
(B) The cognitive effort required by a student to answer a difficult mathematical question.
(C) A form of negative punishment where a previously earned reinforcer (e.g., token or privilege) is removed contingent upon misbehavior.
(D) Providing additional rewards every time an unwanted behavior occurs.

110. Under statutory child safety mandates and protection laws, if a teacher or administrator receives disclosures regarding child abuse involving a student, the institutional lead MUST:
(A) Conduct an internal trial and try to settle the matter quietly between families without involving police.
(B) Scold the victim for disclosing personal information in school.
(C) Wait until the end of the academic year before taking any statutory action.
(D) Immediately report the matter to the Special Juvenile Police Unit or local police, ensuring mandatory reporting compliance without delay or internal concealment.

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111. In a Class VI classroom, a newly appointed teacher faces continuous chatter during direct instruction. The Principal visits to observe and notes that the teacher stands stationary at the front podium reading slides in a monotone voice, never moving around the room or engaging students with questions. To improve classroom management, the Principal should advise the teacher to:
(A) Use physical movement (mobility throughout the room), active questioning, variation in vocal pitch, and proximity control.
(B) Purchase an electronic megaphone to overpower student voices.
(C) Report all noisy students to the local police station under municipal noise laws.
(D) Assign 50 pages of punitive copying work as daily homework.

112. Which of the following is a key feature of "Extinction" as a behavioral modification technique?
(A) Applying severe physical discomfort to eliminate a behavior instantly.
(B) Withholding the reinforcer that previously maintained an undesirable behavior until that behavior gradually decreases and

158. What is the primary purpose of a "Cool-Down / Peace Corner" in a primary classroom setting?
(A) To provide a safe, non-punitive designated space equipped with self-regulation tools where students can manage heightened emotional state before returning to instruction.
(B) To isolate disruptive students permanently from the academic curriculum.
(C) To serve as a detention storage zone for missing homework papers.
(D) To display lowest-scoring examination answer scripts publicly.

159. In a secondary school classroom, a Class IX student consistently displays passive defiance—refusing to open textbooks or complete written tasks, remaining silently uncooperative. Applying Dreikurs' model, the teacher should first evaluate whether this behavior stems from:
(A) Physical criminal tendencies requiring immediate arrest.
(B) A mistaken goal of Power or Display of Inadequacy, requiring targeted encouragement, offering limited choices, and building self-efficacy.
(C) High intrinsic motivation that requires no modification.
(D) Standard school policy violations requiring immediate public physical punishment.

160. Which of the following is an INCORRECT statement about behavioral expectations (rules)?
(A) They should be posted prominently in the classroom in visual/text formats.
(B) They should be consistently enforced by all teachers handling the section.
(C) They should describe vague, abstract concepts like "Be good" rather than observable behaviors like "Raise hand to speak."
(D) They should be few in number and easy to recall.

161. Assertion (A): In multi-cultural classrooms, classroom management practices must be culturally responsive to avoid misinterpreting cultural differences as behavioral deficits.
Reason (R): Different cultures have varying norms regarding eye contact, turn-taking, authority interaction, and physical space, which influence classroom communicative behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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162. Identify the core benefit of using "Choice" (giving controlled options) as a classroom behavioral technique:
(A) It allows students to dictate the entire state curriculum independently.
(B) It removes all teacher responsibility for lesson delivery.
(C) It provides students with a sense of autonomy and control, reducing power struggles while ensuring task completion within set parameters.
(D) It increases student confusion and behavioral disruptions.

163. An example of providing "Controlled Choice" to a student reluctant to complete a writing assignment is:
(A) "Do whatever you want today, or just leave the school."
(B) "You must complete this exact sheet in five minutes or go to jail."
(C) "Why don't you teach the class today while I go home?"
(D) "Would you prefer to write your essay using blue pen on paper, or type it on the classroom computer terminal?"

164. Consider the following key dimensions of classroom supervision and leadership:
I. Dynamic spatial movement (active supervision).
II. Frequent non-verbal and verbal check-ins with individual working groups.
III. Remaining seated at the teacher desk while working on personal mobile devices.
IV. Immediate praise for group task initiation and focus.
Which of the above practices demonstrate effective active supervision?
(A) I, II and IV only
(B) III only
(C) I and III only
(D) I, II, III and IV

165. What is the role of a "Behavior Intervention Plan" (BIP) developed under school special education and counseling frameworks?
(A) A financial penalty schedule issued to parents by the school administration.

(B) An individualized, legally aligned formal plan specifying proactive strategies, environmental modifications, skill-building instructions, and targeted reinforcers to address chronic severe student behaviors.
(C) A teacher evaluation form used for annual promotion reviews.
(D) A standard timetable published for annual sports competitions.

166. Which of the following is a key feature of "Behavioral Momentum"?
(A) Forcing students to run fast physical laps around the sports field before math lessons.
(B) Increasing the pace of speech until students cannot keep up with notes.
(C) Securing student compliance on two or three easy, high-probability requests before presenting a more challenging target request.
(D) Accelerating examination schedules by three months without warning.

167. In classroom management, "Overlappingness" is best demonstrated when a teacher:
(A) Teaches two completely different subjects simultaneously to the same class using two blackboards.
(B) Overlaps paper sheets during grading examinations.
(C) Schedules two classes in the exact same physical room at the same time.
(D) Comfortably monitors and manages a secondary event (e.g., student requesting a hall pass or minor disruption) while continuing to maintain the main instructional lesson flow.

168. Which of the following strategies is LEAST effective in preventing student disengagement during the final 10 minutes of a Friday afternoon period?
(A) Switching to a passive, monotone lengthy teacher lecture with zero student interaction.
(B) Structuring an active, engaging review activity or collaborative group quiz with visual tracking.
(C) Using a clear closure routine with structured Exit Tickets.
(D) Providing dynamic positive reinforcement for groups maintaining focus until the bell.

169. In a secondary school, frequent conflicts occur between students of Class IX during transition periods between specialized rooms (Science Lab, Computer Lab, Library). The Principal convenes a staff council to resolve this systemic operational bottleneck. The most effective administrative-management solution is to:
(A) Permanently restrict Class IX students to a single room without access to laboratories or library facilities.
(B) Map traffic movement flows, synchronize transition bells, station duty teachers at high-density hallway junctions, and standardize student movement routines.
(C) Authorize senior Class XII students to physically restrain Class IX students in corridors.
(D) Cancel all laboratory practical sessions for the entire academic session.

170. Assertion (A): Corporal punishment in schools creates conditioned fear responses and fails to teach prosocial self-regulation.
Reason (R): Under Classical Conditioning (Pavlovian framework), the school environment and authority figures become conditioned stimuli eliciting fear, anxiety, and avoidance behaviors.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

171. Which of the following behavior management strategies involves a contract where the entire group receives a reward contingent upon every individual member meeting a specified behavioral baseline?
(A) Dependent Group Contingency
(B) Independent Group Contingency
(C) Interdependent Group Contingency
(D) Individual Response Cost

172. In an "Interdependent Group Contingency" system (such as the Good Behavior Game), the success of the group depends on:
(A) Only one randomly selected target student performing well.
(B) The teacher performing the task on behalf of the students.
(C) The school Principal issuing a written waiver.
(D) All individual members of the group meeting the specified criteria collaboratively.

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173. What is the primary operational hazard of using a "Dependent Group Contingency" (where the reward for the whole class depends on one specific struggling student's behavior)?
(A) It may subject the target student to excessive peer pressure, scapegoating, and verbal harassment if they fail to meet the criteria.
(B) It costs double the financial expenditure of standard teaching.
(C) It causes the teacher to face disciplinary review under administrative rules.
(D) It is impossible to calculate statistical outcomes.

174. Consider the following components of Jacob Kounin's classroom management model:
I. Withitness
II. Overlappingness
III. Smoothness and Pacing
IV. Group Alerting
Which of the above components directly contribute to preventing classroom misbehavior?
(A) I, II, III and IV
(B) I and II only
(C) III and IV only
(D) I, III and IV only

175. When dealing with a student displaying "Revenge-Seeking" behavior (in Dreikurs' model) due to deep-seated feelings of hurt and unfairness, the teacher's most appropriate response is to:
(A) Publicly humiliate the student to show that revenge does not pay.
(B) Inflict physical damage on the student's personal belongings.
(C) Avoid retaliating, maintain emotional composure, build trust through one-on-one rapport, and validate feelings while setting limits on destructive actions.
(D) Immediately suspend the student indefinitely without inquiry.

176. Which of the following is an example of an "Independent Group Contingency"?
(A) The entire class gets extra recess only if the highest-scoring student scores 100%.
(B) The entire class gets extra recess only if every single student submits their assignment.
(C) The teacher receives a bonus if the class average rises.
(D) Every student who completes their individual homework assignment earns 10 extra credit points, regardless of peer performance.

177. In classroom management, what does "Differential Reinforcement of Alternative Behavior" (DRA) entail?
(A) Withholding reinforcement for an undesirable target behavior while providing reinforcement for a desirable alternative behavior that serves a similar function.
(B) Punishing all alternative behaviors simultaneously.
(C) Rewarding the student with alternative financial gifts daily.
(D) Ignoring both positive and negative behaviors equally.

178. Which of the following environmental modifications best supports a CWSN child with Visual Impairment (VI) in a regular classroom?
(A) Moving classroom desks around continuously every hour without informing the student.
(B) Ensuring consistent physical layout without unexpected obstacles, adequate high-contrast lighting, and front-row seating with glare reduction.
(C) Placing the student in a dark corner facing away from the primary instructor.
(D) Removing all tactile and auditory instructional aids from the classroom.

179. A teacher notices that every time she begins explaining a complex topic on the board, a student named Vivek asks permission to go to the washroom. Over three weeks, data reveals Vivek consistently exits during challenging math explanations (Escape/Avoidance function). The most appropriate management strategy is to:
(A) Lock Vivek inside the classroom for the entire school day without restroom access.
(B) Expel Vivek from school for avoiding mathematics.
(C) Scaffolding instructional tasks into manageable steps, offering academic support, and addressing the underlying frustration rather than purely punishing washroom requests.
(D) Ignore Vivek's learning gap and pass him without evaluation.

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180. Assertion (A): Clearly stated classroom rules should be posted visually in prominent locations and explicitly taught, practiced, and reviewed throughout the school year.
Reason (R): Procedural memory and behavioral self-regulation develop through direct instruction, repetition, active practice, and

(B) Positive climate, teacher sensitivity, and regard for student perspectives.
(C) Average cost of instructional technology deployed in the classroom.
(D) Total square footage of wall displays.

196. What is "Self-Monitoring" in student self-regulation strategies?
(A) A process where the Principal monitors teachers using closed-circuit television cameras.
(B) An automated computer assessment system used for term exams.
(C) A procedure where students independently track, observe, and record their own target behaviors on a daily tracking sheet.
(D) Direct police oversight of school safety parameters.

197. Which of the following is an INCORRECT match between a behavioral concept and its classroom application?
(A) Shaping – Rewarding a child for writing one complete sentence, then two, then a full paragraph.
(B) Proximity Control – Moving closer to a student who is whispering during a lecture.
(C) Token Economy – Earning plastic chips for prosocial conduct exchangeable for free reading time.
(D) Extinction – Giving a chocolate bar every time a child throws a temper tantrum.

198. In classroom management, what does the term "Group Alerting" refer to?
(A) Ringing an air-siren whenever an inspection officer enters the school.
(B) Informing parents via SMS about annual examination schedules.
(C) Grouping students by physical height during morning physical education.
(D) Teacher techniques used to keep all students attentive and on guard, such as posing a question before calling a name, or asking peers to verify answers.

199. In a Class X computer science class, students frequently browse unauthorized social media sites during coding sessions. The teacher institutes a routine where monitor screens must be angled toward central walkways, and introduces random spot-checks with bonus points for groups staying on task. This dual administrative intervention utilizes:
(A) Spatial structural design combined with intermittent positive reinforcement to enforce digital task focus.
(B) Severe punitive measures under national cybercrime laws.
(C) Total elimination of computer technology from the school curriculum.
(D) Uncontrolled student self-direction without monitoring.

200. Assertion (A): Punitive responses to bullying (such as immediate harsh suspension without educational interventions) often fail to eliminate bullying dynamics in schools.
Reason (R): Purely punitive responses do not address the underlying social dynamics, lack of empathy, or peer culture, and can drive bullying behaviors underground.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

201. Which of the following strategies is best suited for establishing rapport with adolescent students (Classes IX–XII)?
(A) Speaking to them using baby talk and condescending language.
(B) Treating them with genuine respect, acknowledging their increasing autonomy, listening actively without premature judgment, and maintaining consistent fairness.
(C) Invading their personal private lives outside school continuously.
(D) Refusing to answer any academic or career questions.

202. What is the primary purpose of using "De-escalation Language" when addressing an angry, defiant student?
(A) To win an argument loudly and demonstrate absolute physical supremacy.
(B) To record an audio clip for administrative tribunal hearings.
(C) To lower emotional arousal, reduce perceived threat, preserve the student's dignity, and restore rational problem-solving.
(D) To confuse the student so they forget why they were upset.

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188. Which of the following is an example of a "Proactive Strategy" for managing physical space in a primary classroom?
(A) Piling heavy wooden boxes in walkways to slow down running students.
(B) Ensuring wide, unobstructed walkways between student desk clusters and main teaching areas to prevent physical collisions.
(C) Removing all desks and making students sit on concrete floors permanently.
(D) Locking all classroom doors from the outside during activity hours.

189. In a Class XI classroom, two students continually engage in side conversations while the teacher presents complex physics concepts. The teacher pauses briefly, looks directly at the two students, moves to stand near their desks while continuing the lecture without missing a word, and the students cease talking immediately. This scenario demonstrates masterly execution of:
(A) Punitive confrontation leading to formal expulsion.
(B) Complete teacher ignorance of student misbehavior.
(C) Non-verbal proximity control combined with instructional smoothness and continuity.
(D) Authoritarian emotional outburst interrupting instruction.

190. Assertion (A): Positive reinforcement must be delivered immediately and consistently during the initial stages of behavior acquisition.
Reason (R): Immediate delivery establishes a clear temporal association between the target behavior and the reinforcing outcome, accelerating behavioral conditioning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

191. Which of the following is a key drawback of relying on "Negative Reinforcement" exclusively in classroom management?
(A) It costs excessive administrative budget to maintain.
(B) It is banned by international educational conventions.
(C) It automatically causes student grades to decrease by 50%.
(D) It requires creating or maintaining an unpleasant/aversive condition that is removed only when desired behavior occurs, which can elevate baseline environmental stress.

192. Identify the correct pair:
(A) Positive Behavioral Interventions and Supports (PBIS) – Multi-tiered framework for behavioral prevention and support.
(B) Jacob Kounin – Four Mistaken Goals of Misbehavior.
(C) Rudolf Dreikurs – Withitness and Overlappingness.
(D) Lee Canter – Choice Theory and Basic Psychological Needs.

193. What is the primary focus of "Active Supervision" during student recess or independent laboratory work?
(A) Sitting stationary in a corner reading personal paperwork without looking up.
(B) Continuous scanning, moving throughout the spatial environment, and engaging in brief positive interactions while monitoring safety and task focus.
(C) Lock-step military marching in front of student lines.
(D) Installing audio recording devices on individual student desks.

194. Consider the following teacher strategies during classroom transitions:
I. Giving a clear verbal and visual signal (e.g., chime or light switch cue).
II. Providing explicit instructions on what materials to keep away and what to open.
III. Stating the exact time frame allowed for transition (e.g., "You have 60 seconds").
IV. Walking out of the classroom to allow students to transition without teacher pressure.
Which of the above strategies promote effective classroom transitions?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

195. A Principal evaluating classroom climate uses a standardized observation rubric. Which dimension directly measures "Teacher Emotional Support"?
(A) Mechanical enforceability of punishment scales.

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ongoing environmental cues.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

181. Identify the correct statement regarding "Restorative Circles" in school discipline:
(A) They are designed for teachers to deliver one-way punitive lectures to kneeling students.
(B) They replace formal statutory academic board examinations in secondary schools.
(C) They are restricted exclusively to sports field training.
(D) They prioritize active listening, equal speaking opportunity (via a talking piece), mutual respect, and collaborative problem-solving.

182. Which of the following is considered a primary cause of teacher burnout linked directly to classroom management?
(A) Chronic, persistent low-level classroom disruptions and power struggles coupled with low perceived administrative support.
(B) Participating in continuous professional development workshops.
(C) Co-creating structured rules with enthusiastic students.
(D) Utilizing digital displays and multimedia lesson materials.

183. Consider the following steps in conducting a Functional Behavior Assessment (FBA):
I. Defining the target problem behavior in clear, observable, and measurable terms.
II. Collecting baseline data on Antecedents, Behaviors, and Consequences (ABC data).
III. Formulating a hypothesis regarding the function (purpose) of the behavior.
IV. Designing and implementing a targeted Behavior Intervention Plan (BIP).
Which of the following represents the logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, IV, III
(C) III, I, II, IV
(D) IV, III, II, I

184. In classroom management terminology, what is a "Premack-based Reinforcer"?
(A) Administering physical detention for missing assignments.
(B) Allowing access to a high-frequency/preferred activity (e.g., 5 minutes of educational gaming) contingent on completing a low-frequency/less-preferred activity (e.g., math worksheet).
(C) Using public verbal reprimands to enforce seating compliance.
(D) Giving students monetary allowance for attending school.

185. A Head of Institution conducting classroom observations notes that Teacher X handles misbehavior by issuing escalating public threats that are never actually carried out. This administrative fault leads to:
(A) Enhanced student trust and operational harmony.
(B) Immediate compliance across all grade levels.
(C) Loss of teacher credibility, increased student testing of boundaries, and erosion of classroom authority.
(D) Automated compliance with institutional guidelines.

186. Which of the following strategies is best suited for managing student movement when students need to turn in completed assignment sheets?
(A) Having all 45 students run to the teacher's desk simultaneously when the bell rings.
(B) Directing students to throw their paper sheets toward the front board.
(C) Retaining all paper sheets in student lockers permanently without collection.
(D) Having designated row leaders collect sheets systematically or placing turn-in trays near exit doors for structured deposition.

187. In the context of time management, what is "Engaged Time"?
(A) The subset of allocated time during which students are actively paying attention, responding, writing, or interacting with instructional materials.
(B) The time allocated for annual teacher sports competitions.
(C) The time spent eating lunch in the school canteen.
(D) The total length of the school summer vacation.

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203. Consider the following practices for managing student diversity in a single classroom:
I. Using Universal Design for Learning (UDL) principles to provide multiple means of representation, engagement, and expression.
II. Grouping students flexibly based on dynamic assessment data rather than rigid static tracking.
III. Providing materials in accessible formats (braille, audio, simple text, visual diagrams).
IV. Focusing exclusively on the highest performers to maintain institutional reputation.
Which of the above practices support inclusive classroom management?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

204. In Jacob Kounin's terminology, "Truncation" refers to:
(A) Trimming paper sheets during craft lessons.
(B) Shortening the official school operating hours during winter.
(C) Shortening student names for attendance calls.
(D) Abruptly ending an instructional activity, moving to another task, and completely forgetting to return to the original activity.

205. Which of the following is considered an "Intensive Tier 3" behavioral intervention in PBIS?
(A) Individualized Functional Behavior Assessment (FBA) leading to a multi-systemic Wraparound Plan and targeted multi-agency support.
(B) Whole-school assemblies discussing generalized school rules.
(C) Standard poster displays in corridors promoting positive values.
(D) Universal term-end report card comments.

206. A Vice-Principal observes that during seatwork, Teacher Y spends 20 minutes standing by one student's desk explaining a concept while 35 other students become noisy and off-task. This represents a breakdown in:
(A) Institutional Financial Accounting
(B) Group Focus and Spatial Monitoring (Withitness)
(C) Formative Diagnostic Rubric Construction
(D) Statutory Service Rules Compliance

207. Which of the following describes the "Good Behavior Game" in classroom behavioral management?
(A) A video game played by students on mobile phones during formal lectures.
(B) An athletic sports competition held once a year on Sports Day.
(C) An interdependent group contingency where the class is divided into teams, and teams receive points/penalties for following or violating clearly defined rules, competing for privileges.
(D) A formal board exam evaluation system.

208. In classroom discipline, what is a "Natural Consequence"?
(A) A punishment assigned by a judicial court magistrate.
(B) A formal warning letter issued by educational regulatory authorities.
(C) A physical exercise penalty given by sports teachers.
(D) An outcome that occurs automatically as a direct physical or logical result of a child's action without any adult intervention (e.g., forgetting lunch means being hungry).

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209. In a primary school classroom, a Class IV child accidentally spills paint across the art room floor. The art teacher calmly directs the child to use the cleaning materials located in the corner to wipe the floor clean, without yelling or calling the child "clumsy." The teacher's action is an application of:
(A) Logical Consequences and Environment Restoration without emotional shaming.
(B) Arbitrary punitive retaliation.
(C) Complete neglect of structural norms.
(D) Excessive positive tangible reinforcement.

210. Assertion (A): In effective classroom leadership, positive reinforcement should significantly outnumber reprimands or negative consequences.
Reason (R): Research indicates a high ratio of positive interactions to negative corrections (e.g., 4:1 ratio) fosters psychological safety, strengthens student-teacher rapport, and increases task engagement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

lesson period.

226. In a secondary school, a teacher notices that during class transitions, students leave paper scraps and plastic bottles scattered across the floor. The teacher creates a 2-minute "Clean-Up Sprint" routine at the end of each practical period, playing an upbeat 2-minute song during which all tables collaborate to clear their zones before line-up. This management approach is an example of:
(A) Unfair manual forced labor violating child rights.
(B) Gamified transition routines fostering collective responsibility and environmental care.
(C) Severe punitive intervention under institutional rules.
(D) Formal summative practical evaluation.

227. Assertion (A): Establishing strong home-school communication channels enhances classroom discipline and student self-regulation.
Reason (R): Consistent communication between parents and teachers aligns behavioral expectations, reinforces prosocial targets across environments, and enables early intervention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

228. Which of the following is considered an "Ineffective Non-Verbal Cue" in classroom management?
(A) Raising a hand to signal quiet attention.
(B) Rolling eyes, sighing dramatically, and throwing chalk at students in frustration.
(C) Making direct, warm eye contact with an off-task student.
(D) Moving physically closer to a student's workstation.

229. Consider the following key dimensions evaluated during administrative supervision of classroom management:
I. Pacing and Smoothness of Instructional Flow.
II. Clear Communication of Behavioral Expectations and Routines.
III. Equitable Student Engagement and Use of Positive Reinforcement.
IV. Teacher's Personal Political Views expressed during lectures.
Which of the above dimensions are appropriate indicators of effective classroom management?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

230. In behavior modification, what does "Time-Out from Positive Reinforcement" require to be effective?
(A) The time-out setting must be dark, terrifying, and physically painful.
(B) The duration of time-out must be at least 8 consecutive hours.
(C) The baseline classroom environment from which the student is removed must be genuinely reinforcing, and the time-out setting must be safe, neutral, and low-stimulation.
(D) The student must be publicly mocked by peers during the time-out.

231. Which of the following is an example of a "Visual Support" used for classroom organization in primary and inclusive settings?
(A) A 50-page printed text manual on institutional discipline rules.
(B) Verbal-only rapid announcements given over a loudspeaker.
(C) Unlabeled blank charts displayed around the room.
(D) Picture Activity Schedules (visual timetables) clearly illustrating daily routines and activity transitions.

232. In Lee Canter's Assertive Discipline model, what is a "Discipline Hierarchy"?
(A) A pre-determined, ordered list of escalating, fair consequences for rule violations, clearly communicated to students in advance.
(B) An organizational hierarchy placing the Principal above the teacher and student.
(C) A seating chart arranging students from highest to lowest marks.
(D) A continuous schedule of standardized testing.

233. What is the primary operational hazard of "Flip-flopping" during instructional transaction?
(A) It causes severe damage to classroom whiteboards.
(B) It confuses students, disrupts cognitive

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218. In a Class VIII English class, a teacher notices that during individual writing tasks, a student named Amit continuously taps his desk loudly with his ruler. The teacher walks past Amit's desk, gently places a soft hand on the corner of the ruler without stopping her verbal guidance to the rest of the class, and Amit stops tapping. This non-verbal intervention is categorized as:
(A) Punitive Physical Assault under penal codes.
(B) Satiation and Overcorrection protocol.
(C) Touch/Proximity Cueing integrated into ongoing instruction.
(D) Formal grievance escalation under institutional guidelines.

219. Assertion (A): Preventive discipline strategies yield a higher return on instructional time than corrective discipline interventions.
Reason (R): Corrective interventions take place after learning has already been disrupted, whereas preventive strategies maintain continuous engagement and prevent loss of momentum.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

220. Which of the following is considered an effective "Co-regulatory Strategy" used by teachers when a student experiences severe sensory or emotional overload?
(A) Shouting at the student to "Snap out of it immediately!"
(B) Restraining the student forcefully on the floor while yelling reprimands.
(C) Calling all peers to gather around and watch the meltdown.
(D) Maintaining a calm vocal cadence, reducing visual/auditory stimulation, providing reassuring presence, and guiding deep breathing techniques.

221. Consider the following classroom management strategies used for large class sizes (50+ students):
I. Implementing clear color-coded group organization systems.
II. Utilizing student peer-monitors or group leaders for material distribution.
III. Using digital/visual non-verbal signals for quiet attention.
IV. Attempting to grade 50 essay scripts individually while lecturing simultaneously.
Which of the above strategies are effective administrative-pedagogical solutions?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

222. In Rudolf Dreikurs' model, what is the underlying mistaken goal when a student continually seeks to hurt others emotionally or physically, operating on the belief "Nobody likes me, so I will hurt them back"?
(A) Attention Getting
(B) Revenge Seeking
(C) Power Seeking
(D) Display of Inadequacy

223. What is "Differential Reinforcement of Low Rates of Behavior" (DRL) used for in classroom settings?
(A) To eliminate positive behavior completely.
(B) To reward teachers who work at a low pace.
(C) To reduce the frequency of a behavior that is acceptable in moderation (e.g., asking for help) but disruptive when done excessively.
(D) To reduce the number of students attending class daily.

224. Which of the following statements regarding corporal punishment prohibitions in education regulations is accurate?
(A) It is permissible if the parent gives written permission in the student diary.
(B) It is allowed during internal sports selection trials.
(C) It is left to the individual teacher's administrative discretion under service regulations.
(D) It is strictly illegal under statutory child protection legislation and national child rights guidelines.

225. In the context of classroom climate, "Psychological Safety" means:
(A) A learning environment where students feel safe to take academic risks, ask questions, make mistakes, and express ideas without fear of ridicule or harsh punishment.
(B) Stationing armed security personnel inside every classroom.
(C) Installing high iron grilles on all classroom doors and windows.
(D) Ensuring students never speak during any

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211. Which of the following seating arrangements is LEAST effective for a teacher attempting to conduct small-group differentiated instruction while keeping the rest of the class engaged in independent quiet reading?
(A) Seating the small instruction group at a dedicated table where the teacher can face both the group and the rest of the room simultaneously.
(B) Scattering struggling students randomly throughout a noisy room while the teacher stands in the middle shouting directions.
(C) Placing independent readers at organized work centers with clear self-directed task instructions.
(D) Establishing clear quiet-work expectations before small-group instruction begins.

212. What is the primary focus of "Social-Emotional Learning" (SEL) integration in classroom management?
(A) Mandating that all students achieve 100% marks in academic standardized tests.
(B) Replacing academic subjects completely with unstructured play.
(C) Explicitly teaching self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to build baseline behavioral competence.
(D) Categorizing students based on socio-economic wealth brackets.

213. Consider the following behaviors exhibited by a teacher:
I. Starting class promptly when the bell rings.
II. Having instructional materials pre-sorted and ready for immediate distribution.
III. Transitioning between activities smoothly without long delays.
IV. Spending 15 minutes searching for misplaced lesson notes while students sit idle.
Which of the above behaviors maximize Academic Learning Time (ALT)?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

214. In classroom management, what does the term "Stimulus-Bound" movement refer to (in Kounin's analysis)?
(A) Binding instructional materials together using physical straps.
(B) A scientific experiment conducted in physics laboratories.
(C) A rigid daily timetable that cannot be altered.
(D) When a teacher is easily distracted from the main instructional topic by an irrelevant external stimulus (e.g., looking out the window at a passing bird) and pulls the class off-topic.

215. Which of the following represents an effective, restorative approach to handling minor peer conflicts in a secondary school classroom?
(A) Guiding students through a structured problem-solving dialogue: "What happened? Who was affected? What needs to be done to make things right?"
(B) Demanding that both students hit each other back to make things equal.
(C) Suspending both students for six months without listening to either side.
(D) Forcing both students to pay cash fines to the school administration.

216. What is the primary role of a "Classroom Management Protocol" during emergency disaster drills (e.g., earthquake or fire evacuation) in schools?
(A) Testing students on academic geography facts during the evacuation.
(B) Ensuring rapid, calm, orderly execution of pre-practiced evacuation routes and roll-call procedures to maintain safety and account for every child.
(C) Allowing students to run wildly out of windows.
(D) Locking all classroom doors to protect official school property.

217. Identify the core difference between "Formal Assessments" and "Behavioral Baseline Data Collection" in classroom management:
(A) Formal assessments evaluate academic curriculum content mastery, whereas behavioral baseline data measures the frequency, duration, or intensity of target behaviors.
(B) Formal assessments are conducted by doctors, while behavioral baseline data is recorded by external security guards.
(C) Formal assessments apply only to primary schools, while behavioral data applies only to universities.
(D) There is no distinction; both measure physical height and weight.

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processing of the main topic, and creates unmonitored dead-time prone to behavioral disruption.
(C) It increases school energy electricity consumption.
(D) It violates state statutory purchasing guidelines.

234. In a Class XII chemistry lab, a student repeatedly fails to wear protective safety goggles despite multiple verbal reminders. The teacher directs the student to step back from the practical workstation to the observation bench until safety gear is worn, explaining that safety rules protect all laboratory participants. This intervention represents:
(A) An arbitrary punitive act of personal malice.
(B) Corporal punishment under statutory legislation.
(C) A logical, direct consequence aligned with safety standards.
(D) Formative assessment rubric evaluation.

235. Assertion (A): In secondary schools, restorative peer-mediation programs reduce repeat suspensions and enhance institutional culture.
Reason (R): Peer mediation empowers trained student leaders to facilitate structured conflict-resolution dialogues among peers, promoting self-governance and accountability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

236. Which of the following is an example of "Positive Reinforcement" in classroom management?
(A) Removing homework when students misbehave during lectures.
(B) Assigning extra detention sheets when students talk without permission.
(C) Shouting at students until they open their textbooks.
(D) Granting 5 minutes of free activity time at the end of class when students complete their group task quietly and on time.

237. Consider the following aspects of handling bullying under institutional anti-bullying protocols:
I. Provision of confidential, multiple channels for reporting bullying.
II. Prompt recording and administrative review of reported complaints.
III. Target interventions focusing on emotional support for victims and counseling/behavior modification for perpetrators.
IV. Mandatory physical public punishment of reported bullies on the sports field.
Which of the above aspects conform to legal and administrative norms?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

238. In Jacob Kounin's framework, "Overdwelling" can occur with respect to:
(A) Either lesson behavior (excessive scolding long after the infraction stopped) or lesson content (spending unnecessary time on simple concepts).
(B) Living inside the school quarters permanently.
(C) Spending excessive time on annual institutional infrastructure budgets.
(D) Over-painting classroom walls during summer vacation.

239. What is the primary goal of "Classroom Climate Mapping" conducted by educational supervisors?
(A) Drawing geography topographical maps on whiteboards.
(B) Assessing the socio-emotional dynamics, teacher-student relationships, inclusivity, and spatial efficiency of the learning environment.
(C) Calculating the total cost of classroom furniture.
(D) Checking if classroom air conditioning units are functioning.

240. Which of the following is considered an effective strategy for managing student diversity in a single classroom?
(A) Teaching exclusively to the highest achievers and letting struggling students fail.
(B) Giving identical tests without any dynamic adjustments or universal accommodations.
(C) Tiered Assignments – providing tasks at varying levels of complexity tailored to students' current skill readiness while addressing identical core learning goals.
(D) Segregating low-performing students into isolated corridors without instruction.

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grade section permanently.
(D) Direct the teacher to differentiate the assignment by providing scaffolded problem sets and guided practice before independent seatwork.

255. Consider the following statements regarding Jacob Kounin's classroom management constructs:
I. "Thrust" occurs when a teacher bursts into an activity with information without checking if class is ready.
II. "Flip-flop" occurs when a teacher transitions from Activity A to B, then jumps back to A.
III. "Dangle" occurs when a teacher leaves an activity hanging in mid-air to do something else.
IV. "Satiation" occurs when a teacher introduces fresh, highly stimulating dynamic media continuously.
Which of the above statements are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

256. Which of the following is considered an ethical and pedagogical alternative to punitive suspension for managing chronic non-compliant behavior in secondary schools?
(A) Physical locking of the student inside an isolated storeroom.
(B) Forcing the student to clean school grounds during academic class hours.
(C) Stripping the student of their official identity card and uniform.
(D) Establishing a structured Restorative Reflection Plan combined with targeted counseling and behavioral skill-building sessions.

257. Assertion (A): Cooperative learning models require explicit teaching of social and group management skills prior to academic task execution.
Reason (R): Without explicit instruction in active listening, turn-taking, conflict resolution, and division of labor, group work can devolve into off-task noise and unequal participation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

258. Consider the following statements regarding Lee Canter's Assertive Discipline framework:
I. Teachers have the right to teach without interruption and students have the right to learn.
II. Assertive teachers establish clear, firm boundaries and consistent, non-hostile consequences.
III. Assertive discipline relies primarily on explosive emotional outbursts to terrify students.
IV. A positive consequences plan (praise, privileges) is an essential component of assertive discipline.
Which of the above statements regarding Lee Canter's Assertive Discipline framework are accurate?
(A) I, II and IV only
(B) III only
(C) I and III only
(D) I, II, III and IV

259. During an outdoor Physical Education period, a Class VI student suffers a minor collision with a peer, gets angry, and uses profane language. The physical education teacher calmly steps in, conducts a brief cool-down session, and uses a restorative reflection sheet post-period where the student identifies who was hurt, apologizes to the peer, and agrees on a sportsmanship code. The PE teacher's response demonstrates:
(A) Arbitrary administrative neglect of physical education rules.
(B) Illegal mental harassment under school civil rules.
(C) De-escalation, restorative problem-solving, and socio-emotional skill integration during co-curricular management.
(D) Automatic ground for permanent student expulsion.

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260. Which of the following seating strategies is recommended for a student with Attention Deficit Hyperactivity Disorder (ADHD) in a standard classroom?
(A) Seating at the back row behind high bookshelf barriers.
(B) Seating directly next to loud outdoor construction noise sources.
(C) Seating in an isolated corridor outside the room entirely.
(D) Seating near the front/center close to the

peers, fostering open dialogue and active participation.
(C) It allows twice as many desks to fit in the exact same spatial area.
(D) It requires zero physical furniture in the room.

249. Which of the following statements regarding restorative practices in classroom discipline is INCORRECT?
(A) Restorative practice replaces student personal responsibility with complete immunity from any accountability.
(B) Restorative practice focuses on repairing harm done to relationships and community.
(C) Restorative practice utilizes structured circles and affective questioning.
(D) Restorative practice aims to reintegrate offenders back into the learning community positively.

250. During a Class IX biology dissection session, a student intentionally throws laboratory materials across the room. The teacher immediately secures class safety, directs the student to sit quietly at a separate observation desk, and meets with the student after class to discuss the safety violation, assign an environmental restoration task (cleaning lab stations), and formulate a safety behavior contract before next lab session. This comprehensive response demonstrates:
(A) Arbitrary, non-procedural physical retribution.
(B) Complete indifference to laboratory safety standards.
(C) Overreacting to routine academic performance errors.
(D) Prioritizing immediate safety, applying logical consequences, and implementing proactive contract interventions.

251. Which of the following components are essential when establishing effective classroom rules with secondary students?
I. Co-constructing expectations to ensure psychological buy-in.
II. Stating rules in positive, actionable language describing desired behavior.
III. Keeping the number of core rules limited (4-6) for clarity and recall.
IV. Ensuring alignment with institutional and legal mandates.
Which of the above components are essential when establishing effective classroom rules with secondary students?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

252. Assertion (A): In effective classroom management, "Withitness" prevents minor student off-task behavior from escalating into major classroom disruptions.
Reason (R): Teachers who demonstrate withitness spot misbehavior early and address the correct target student promptly, stopping the spread of disruption through the "Ripple Effect."
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

253. Consider the following strategies for managing physical transitions between classroom learning centers:
I. Giving an advance 2-minute time warning before the transition begins.
II. Using an auditory signal (e.g., chime or bell) to halt active work.
III. Stating explicit, sequential movement steps for each center group.
IV. Allowing all groups to move simultaneously without assigned direction or destination.
Which of the above strategies represents an effective approach for managing physical transitions?
(A) I, II and III only
(B) I and IV only
(C) II and IV only
(D) I, II, III and IV

254. In a Class VIII mathematics period, a teacher notices that whenever independent problem-solving begins, several students start chatting loudly. Upon investigation, the Vice-Principal discovers that the assigned math problems are significantly above the students' current working level, causing frustration and task avoidance. The most appropriate management and pedagogical action by the Vice-Principal is to:
(A) Punish all chatting students by keeping them after school for three hours.
(B) Advise the teacher to give zero marks to the entire class on their term report card.
(C) Transfer all chatting students to a lower

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(B) Force Priya to stand on one leg in front of the morning assembly.
(C) Connect Priya with school socio-emotional support services, establish an adjusted entry reflection routine, and provide missed notes without public humiliation.
(D) Insult Priya's family financial status in front of classmates.

295. Assertion (A): Effective time management within a lesson directly improves student academic achievement.
Reason (R): Efficient routines and smooth transitions increase the proportion of allocated time converted into Engaged Time and Academic Learning Time (ALT).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

296. Consider the following key principles of preventive discipline:
I. Anticipating and eliminating potential environmental distraction triggers.
II. Establishing transparent, consistently enforced operational routines.
III. Designing engaging, active, and appropriately paced instructional tasks.
IV. Waiting for misbehavior to occur before planning any structural responses.
Which of the above principles promote effective preventive discipline?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

297. What is the primary purpose of using "De-escalation Circles" in restorative discipline settings?
(A) Assigning physical detentions to all participants in alphabetical order.
(B) Conducting formal standardized testing under timed security conditions.
(C) Resolving interpersonal conflicts, addressing group tensions, and restoring community trust through structured, facilitated dialogue following a disruptive event.
(D) Training students for annual athletic team selections.

298. Which of the following non-verbal teacher actions communicates warmth, accessibility, and strong authority during instructional delivery?
(A) Hiding behind a high wooden podium reading notes in a monotone voice without looking up.
(B) Crossing arms tightly, glaring angrily at students, and pacing back and forth rapidly.
(C) Sitting with back turned to the class while using personal digital devices.
(D) Maintaining upright, open body posture, moving naturally around the learning space, and using direct, warm eye contact and natural hand gestures.

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299. A Vice-Principal inspects Class VII during a group project session and notes high levels of productive academic noise (students discussing math solutions, sharing resources, questioning ideas). The teacher circulates smoothly, facilitating discussions without shouting. The Vice-Principal should evaluate this classroom climate as:
(A) Total administrative chaos requiring immediate disciplinary intervention and silence enforcement.
(B) Highly effective active learning environment with high engagement and self-regulated group dynamics.
(C) Institutional rule violation subject to statutory employee penalty proceedings.
(D) Lack of proper instructional planning by the subject teacher.

300. Which of the following synthesized statements best encapsulates the overarching goal of modern, research-based classroom management in education?
(A) Creating an inclusive, physically and psychologically safe, procedurally structured, and highly engaging learning environment that fosters student self-regulation, socio-emotional development, and academic success.
(B) Enforcing absolute passive obedience, mechanical silence, and immediate compliance through fear and corporal sanctions.
(C) Eliminating all teacher responsibility for behavior management by shifting discipline entirely to external law enforcement agencies.
(D) Allowing completely unrestricted student autonomy without rules, structure, routines, or administrative oversight.

teacher, away from high-distraction zones (doors, windows), and providing flexible sensory seating options.

261. Consider the following structural elements of a Functional Behavior Assessment (FBA):
I. Identification of Antecedents (triggers occurring immediately before behavior).
II. Operational definition of the Target Behavior (observable and measurable).
III. Identification of Consequences (environmental outcomes maintaining behavior).
IV. Automatic assignment of monetary fines to the student's family.
Which of the above elements belong to standard FBA procedures?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

262. Assertion (A): In large classrooms, non-verbal cues (hand signals, proximity, visual signals) are more effective for routine classroom management than verbal corrections.
Reason (R): Non-verbal cues preserve instructional flow, prevent vocal strain, and avoid providing attention-seeking disruptive students with public verbal reinforcement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

263. Consider the following practices for establishing classroom climate:
I. Demonstrating high academic and behavioral expectations for all students regardless of background.
II. Integrating diverse cultural perspectives and universal learning designs into lesson content.
III. Publicly ranking students by test scores on bulletin boards every month.
IV. Providing prompt, constructive, process-focused positive feedback.
Which of the above practices contribute to establishing an equitable, supportive, and inclusive classroom climate?
(A) I, II and IV only
(B) III only
(C) I and III only
(D) I, II, III and IV

264. In a Class X computer science laboratory, a student repeatedly uses laboratory internet access to play online multiplayer games during guided coding demonstrations. The teacher implements a "Response Cost" system tied to digital activity tokens earned for daily coding completion. When unauthorized gaming occurs, earned gaming privilege minutes are deducted. This behavioral intervention represents an application of:
(A) Operant conditioning using Response Cost contingency within a token economy framework.
(B) Criminal prosecution under statutory cyber laws.
(C) Uncontrolled student-led discovery learning.
(D) Physical corporal punishment prohibited under child protection laws.

265. Which of the following is an INCORRECT pair of management term and operational definition?
(A) Group Focus – Keeping the entire class engaged and accountable during individual responses.
(B) Satiation – Sustaining high student engagement by changing activities every 30 seconds perpetually.
(C) Withitness – Communicating awareness of all classroom events continuously.
(D) Overlappingness – Managing two concurrent classroom events smoothly.

266. Consider the following dimensions of classroom time allocation:
I. Allocated Time – Time scheduled by the institution for a subject.
II. Engaged Time – Time students are actively paying attention and working on tasks.
III. Academic Learning Time – Time students are engaged in tasks with a high success rate.
IV. Penalty Time – Time reserved for physical punishment after school hours.
Which of the above constructs are recognized dimensions of instructional time research?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

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267. Assertion (A): Restorative discipline practices reduce chronic discipline disparities among minority and marginalized student groups.
Reason (R): Restorative practices replace subjective, punitive exclusionary practices with transparent dialogue, relationship building, and equitable problem-solving.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

268. Consider the following practices for an instructional period:
I. Conducting a brief 3-minute synthesis or Exit Ticket activity.
II. Reminding students of homework or upcoming project milestones.
III. Signal-based quiet dismissal row by row when the bell rings.
IV. Leaving the classroom 10 minutes early while shouting instructions over noise.
Which of the above practices represent effective closure routines?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

269. In a secondary school classroom, a teacher faces a situation where two Class IX students begin throwing objects at each other across the room. The teacher immediately stops direct instruction, secures safety by stepping between the students at a safe distance, directs the class to work on a pre-established independent task, and calmly removes the two students to a supervised adjacent reflection space to de-escalate. The teacher's management actions prioritized:
(A) Engaging in physical wrestling with both students.
(B) Ignoring the throwing of objects completely to preserve lesson timing.
(C) Expelling the entire class section from the school building.
(D) Immediate classroom safety, containment, preservation of class instruction, and de-escalation.

270. Which of the following practices violates statutory guidelines on child safety and classroom discipline in schools?
(A) Co-creating classroom rules with student representatives.
(B) Utilizing positive praise for assignment completion.
(C) Implementing differentiated seating options for CWSN.
(D) Making a student stand under direct sunlight on hot concrete ground for missing a homework assignment.

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271. Consider the following elements of Rudolf Dreikurs' Social Discipline Model:
I. Humans are social beings driven by a fundamental need to belong.
II. Misbehavior is driven by four mistaken goals: Attention, Power, Revenge, Inadequacy.
III. Teachers should use natural and logical consequences instead of arbitrary punishment.
IV. Behavior is strictly controlled by involuntary spinal reflex arcs.
Which of the above statements are accurate elements of Dreikurs' theory?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

272. Assertion (A): Establishing clear spatial walkways and clear sightlines in physical seating layout reduces classroom management friction.
Reason (R): Unobstructed walkways enable rapid teacher mobility for proximity control, while clear sightlines allow continuous visual surveillance (withitness) from anywhere in the room.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

273. Which of the following represents an effective teacher response when a student attempts to engage in a public "Power Struggle" during class?
(A) Raising voice volume, making absolute personal threats, and demanding immediate public submission.
(B) Mocking the student's academic background in front of peers.
(C) Crying publicly and leaving the classroom.
(D) Remaining calm, refusing to argue publicly,

offering a private controlled choice, and deferring detailed discussion to a post-lesson setting.

274. A Vice-Principal observes a teacher conducting a Class VII science activity. The teacher spends 18 minutes handing out individual safety goggles one by one while calling each student's name to the front. During this period, off-task disruptions erupt across the room. The Vice-Principal's post-observation feedback should focus on:
(A) Purchasing expensive electronic security gates for the classroom.
(B) Streamlining operational routines by placing pre-sorted equipment bins at each table cluster to eliminate dead-time and preserve engaged learning time.
(C) Suspended all students who made noise during equipment distribution.
(D) Advising the teacher to cancel practical science experiments permanently.

275. Which of the following is considered an "Antecedent Modification" for a student easily distracted by window traffic?
(A) Scolding the student every time they look out the window.
(B) Giving double homework when window traffic increases.
(C) Moving the student's desk away from the window facing direct visual line of sight.
(D) Painting all classroom windows solid black.

276. Consider the following statements regarding Thomas Gordon's Teacher Effectiveness Training (TET):
I. "I-Messages" focus on the speaker's feelings and impact of behavior without assigning blame.
II. "Active Listening" involves reflecting the student's emotional state and message.
III. The "No-Lose Method" seeks mutually acceptable solutions to conflict through problem-solving.
IV. Teachers should rely on statutory physical penalties to resolve interpersonal conflicts.
Which of the above statements are correct?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

277. Assertion (A): Using an "Exit Ticket" routine at the end of a period serves both administrative classroom management and formative pedagogical evaluation functions.
Reason (R): Exit Tickets organize classroom closure smoothly while providing immediate empirical data on student concept mastery to inform the next day's instructional pacing.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

278. Which of the following represents an incorrect application of "Token Economy" systems in classroom management?
(A) Clear identification of target behaviors that earn tokens.
(B) Pre-established backup reinforcers exchangeable at regular specified times.
(C) Inflation of token values unpredictably every hour based on teacher mood.
(D) Gradual fading of token frequency as target prosocial behaviors stabilize.

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279. In a secondary school, a Class IX student named Rahul shows continuous defiance, frequently making sarcastic remarks when given tasks. The school counselor and teacher conduct a Functional Behavior Assessment (FBA) and discover that Rahul's remarks occur exclusively when asked to read aloud, concealing a severe reading deficit (Avoidance/Escape function). The appropriate multi-tiered intervention is to:
(A) Force Rahul to read entire textbooks aloud during morning assembly.
(B) File formal criminal charges against Rahul for insubordination.
(C) Ignore both reading deficits and disruptive remarks permanently.
(D) Provide discreet reading accommodations and targeted remedial literacy support while establishing positive reinforcement for quiet task initiation.

280. Which of the following techniques is recommended for managing transitions between primary classroom stations?
(A) Turning off all room lights permanently until students find desks in darkness.
(B) Using explicit visual timers, pre-practiced transition songs or signals, and reinforcing fastest quiet groups.
(C) Giving unannounced surprise tests whenever

241. In a Class V classroom, two students with Mild Intellectual Disability require extra time to process multi-step verbal instructions. The teacher provides step-by-step visual picture checklists on their desks and uses clear, direct 3-step verbal prompts. This classroom management accommodation represents:
(A) Unfair advantage violating standardized assessment rules.
(B) Reactive corrective discipline following rule violations.
(C) Administrative failure to complete syllabus content.
(D) Differentiated procedural scaffolding for inclusive learning.

242. Which of the following behavior management strategies involves reinforcing a student for engaging in a behavior that physically prevents them from performing the target unwanted behavior?
(A) Differential Reinforcement of Incompatible Behavior (DRI)
(B) Differential Reinforcement of High Rates (DRH)
(C) Response Cost Protocols
(D) Satiation and Negative Punishment

243. In classroom time management, what is the key drawback of "Dangles" (Kounin)?
(A) They increase the financial costs of instructional supplies.
(B) They cause immediate physical injury to school infrastructure.
(C) They create dead-time during which student focus vanishes and disruptive behaviors frequently emerge.
(D) They make state standardized testing mandatory.

244. Consider the following actions taken by a Vice-Principal to improve overall school classroom management:
I. Conducting professional development workshops on preventive classroom management and positive discipline.
II. Establishing transparent, uniform school-wide behavioral expectations and support systems.
III. Encouraging teachers to handle minor classroom infractions using low-key interventions before formal referral.
IV. Directing teachers to immediately refer any student who talks once during class to the Principal's office for suspension.
Which of the above administrative actions are recommended best practices?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

245. Assertion (A): Self-monitoring strategies empower students to take active ownership of their behavior and reduce total teacher intervention time.
Reason (R): Self-monitoring develops metacognitive awareness, enabling students to evaluate their own off-task behavior against visual benchmarks independently.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

246. What is the main objective of using "Proximity Control" in classroom management?
(A) To physically intimidate students into total silence.
(B) To inspect student personal lockers for unauthorized items.
(C) To ensure the teacher does not have to speak during the lesson.
(D) To redirect off-task behavior non-verbally while preserving instructional momentum and student dignity.

247. Which of the following is an example of an "Aversive Stimulus" in classical/operant terminology?
(A) An unpleasant, undesirable condition or stimulus that an organism seeks to avoid or escape from (e.g., loud harsh shouting, physical pain).
(B) A delicious food item provided as a prize.
(C) High academic marks awarded on a project.
(D) Free play time provided during sports periods.

248. In classroom seating layout, what is the main structural advantage of a "U-Shape / Horseshoe" arrangement during class discussions?
(A) It completely prevents students from seeing each other's faces.
(B) It allows all students to have direct visual eye contact with both the teacher and their

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

288. Which of the following represents an effective teacher strategy for managing "Group Focus" during whole-class recitations?
(A) Calling on the same high-achieving student continuously while ignoring others.
(B) Giving answers immediately without allowing students time to think.
(C) Posing a thought-provoking question to the entire class, pausing to allow processing time, and then selecting a respondent at random.
(D) Reading answers from an answer key while standing facing the blackboard.

289. During a Class VI science session, a child with Autism Spectrum Disorder (ASD) experiences sensory overload due to simultaneous loud noise, bright lights, and overlapping instructions, leading to severe distress. The teacher's immediate classroom management response should be to:
(A) Shout loudly into the child's ear demanding immediate silence.
(B) Restrain the child forcibly on the floor in front of all peers.
(C) Expel the child from school under administrative safety rules.
(D) Transition the child calmly to a low-stimulation sensory cool-down area, reduce auditory overload, and use calm visual prompts to support self-regulation.

290. Consider the following key elements of William Glasser's Choice Theory applied to school management:
I. All long-term behavior is chosen in an attempt to satisfy internal basic psychological needs.
II. Directing and coercing students (boss-management) creates resistance and poor quality output.
III. Lead-teachers create non-coercive environments where students self-evaluate quality work.
IV. Physical punishment is the only valid mechanism to alter human choices.
Which of the above elements are accurate statements of Choice Theory?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

291. Which of the following is considered an effective strategy for reducing "Satiation" during long block-scheduled lessons (e.g., 80-minute periods)?
(A) Delivering a single continuous lecture reading directly from a textbook for 80 minutes straight.
(B) Keeping students seated in absolute silence without moving for the entire period.
(C) Varying instructional modalities (e.g., alternating direct instruction, group work, individual practice, and dynamic media) every 15–20 minutes.
(D) Cancelling the second half of every block period.

292. In classroom management, what does the term "Differential Reinforcement of High Rates of Behavior" (DRH) seek to accomplish?
(A) Reducing academic test scores across the grade.
(B) Increasing the frequency of a desirable target behavior that currently occurs too infrequently (e.g., student participation in class discussions).
(C) Eliminating positive behavior in the classroom.
(D) Increasing the physical speed of student walking in corridors.

293. Which of the following is an INCORRECT match between a discipline theorist and a central concept?
(A) Jacob Kounin – Withitness, Overlappingness, and Ripple Effect
(B) Rudolf Dreikurs – Social Discipline and Mistaken Goals of Misbehavior
(C) Lee Canter – Assertive Discipline Model
(D) William Glasser – Operant Conditioning and Token Economies

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294. In a secondary school, a Class X student named Priya consistently arrives 10 minutes late for the first morning period. The teacher conducts a private conference and discovers Priya is responsible for preparing breakfast for younger siblings due to family illness. Applying supportive classroom management, the teacher and school administration should:
(A) Lock Priya out of the school gates permanently, denying access to education.

a transition takes longer than ten seconds.
(D) Disbanding learning stations and keeping all children seated at fixed desks all day.

281. Consider the following statements regarding legal prohibitions on corporal punishment:
I. Child protection and educational regulations completely ban physical punishment and mental harassment.
II. Juvenile Justice (Care and Protection of Children) Act penalizes cruelty to children by school staff.
III. National Commission for Protection of Child Rights (NCPCR) issued comprehensive guidelines for eliminating corporal punishment.
IV. Corporal punishment is permissible if approved by a majority vote of the School Management Committee.
Which of the above statements are correct?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

282. Assertion (A): Proactive classroom management reduces the overall incidence of high-intensity behavioral crisis situations in schools.
Reason (R): Structuring physical space, establishing clear routines, building positive climate, and aligning differentiated tasks eliminate environmental triggers for frustration and defiance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

283. Which of the following seating arrangements provides the highest spatial efficiency and teacher supervision capability during large-scale paper-and-pencil standardized testing?
(A) High-density small group pods where desks touch facing inward.
(B) Circular carpet arrangement without desks.
(C) Straight single-desk parallel rows with clear straight walkways.
(D) Scattered random desk placement across outdoor playgrounds.

284. In a secondary school, a Class VIII teacher observes an increase in subtle cyberbullying and exclusion in messaging groups outside school hours, spilling into classroom climate during group work. The Principal and teacher should address this by:
(A) Confiscating all mobile phones permanently from parents' homes.
(B) Banning all group-based practical projects across all subjects permanently.
(C) Expelling all Class VIII students from the school system.
(D) Conducting digital citizenship workshops, integrating cyber-ethics into value education, re-establishing safe group work norms, and providing counseling support.

285. Consider the following teacher interventions for addressing minor off-task behavior:
I. Non-verbal eye contact and facial expression.
II. Proximity control (walking near the student).
III. Using the student's name seamlessly within the ongoing lecture sentence.
IV. Stopping the entire class lesson for 15 minutes to scold the student publicly.
Which of the above interventions are considered effective low-key strategies?
(A) I, II and III only
(B) IV only
(C) I and IV only
(D) I, II, III and IV

286. What is the primary purpose of conducting regular "Classroom Management Audits" by heads of school?
(A) To collect administrative fines from teachers whose classrooms make noise.
(B) To evaluate instructional pacing, physical layout safety, routine efficiency, climate warmth, and disciplinary fairness to support continuous teacher professional development.
(C) To prepare reports for closing down government schools.
(D) To rank students based on physical weight and height metrics.

287. Assertion (A): In inclusive settings, managing student diversity requires shifting from a "one-size-fits-all" disciplinary model to a multi-tiered supportive behavioral framework (PBIS).
Reason (R): Universal rigid punitive rules disadvantage students with neurodevelopmental differences (e.g., Autism, ADHD) who require targeted skill-building accommodations rather than retributive sanctions.
(A) Both A and R are true and R is the correct

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child protection laws. Educational leadership must strictly uphold child rights, ensuring physically and psychologically safe learning environments.

73. (C) Continuous instructional flow without interruptions, off-topic tangents, or teacher delays.
Smoothness in instructional transaction refers to maintaining continuous lesson flow without unnecessary teacher interruptions, off-topic tangents, or operational delays. In Kounin's movement analysis, smooth lessons minimize downtime, maintain student interest, and prevent behavioral disruptions caused by choppy transitions or abrupt instructional pauses.

74. (D) High warmth combined with explicit structural expectations and supportive communication.
Authoritative classroom management balances high emotional warmth with explicit behavioral expectations and supportive communication. Authoritative educators maintain firm boundaries while remaining responsive to student needs, fostering self-regulation, academic motivation, positive socio-emotional development, and mutual respect within the learning community.

75. (A) Both A and R are true and R is the correct explanation of A
Authoritarian management relies on strict control, low warmth, and heavy coercion, which may achieve short-term compliance but often damages intrinsic motivation and causes anxiety or resentment. Neglecting student autonomy hinders self-regulation. Sustainable discipline requires authoritative management that combines clear boundaries with genuine emotional support.

76. (A) Survival, Love/Belonging, Power, Freedom, and Fun
William Glasser's Choice Theory asserts that all human behavior is internally motivated to fulfill five basic psychological needs: survival, love and belonging, power, freedom, and fun. Effective classroom management aligns instructional practices with these core needs, reducing behavioral resistance and fostering intrinsic academic motivation.

77. (B) Standardized signal where students stop talking, put down materials, and face the teacher in 5 seconds.
A standardized visual or auditory signal that prompts students to stop, release materials, and focus within five seconds represents an effective transition routine. Establishing consistent cues reduces procedural uncertainty, minimizes downtime, and preserves academic learning time during activity shifts.

78. (B) Cluster seating is ideal for independent, silent individual testing.
Cluster seating places desks together facing inward, making it poorly suited for independent, silent testing due to close physical proximity and visual distraction. While clusters support collaborative group work, individual testing requires traditional forward-facing rows or spaced single desks to preserve focus and academic integrity.

79. (A) I and II only
The ripple effect occurs when correcting one student's behavior influences observing peers. This effect is most powerful when interventions are clear, calm, and focused specifically on observable behavior rather than personal attacks. Physical threats undermine professional authority and create an atmosphere of fear rather than positive self-regulation.

80. (C) Classroom Routines and Operational Management
Wasting twelve minutes distributing materials reveals a significant deficiency in operational management and routine procedures. Lacking systematic distribution protocols leads to dead time, instructional delays, and increased behavioral distractions. Establishing efficient material handling routines maximizes academic learning time and preserves instructional flow.

81. (C) A written agreement between teacher and student specifying target behaviors, reinforcers, and logical outcomes.
Behavioral contracting involves creating a structured written agreement between teacher and student outlining specific target behaviors, earned reinforcers, and logical outcomes. This collaborative intervention clarifies expectations, promotes self-monitoring, and fosters personal accountability through transparent, mutually agreed-upon goals.

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implement constructive, encouraging, and logical interventions.

9. (C) Skinner's Operant Conditioning – Behavior is regulated through restorative peer circles without reinforcement.
B.F. Skinner's operant conditioning model dictates that human behavior is learned, maintained, or altered through systematic environmental consequences, specifically positive reinforcement, negative reinforcement, and punishment. Restorative peer circles represent social conflict resolution strategies rather than operant conditioning principles. Skinnerian management relies strictly on targeted stimulus control and behavioral reinforcement structures.

10. (A) Engaged and Academic Learning Time
Leaving a classroom idle while writing text on a board causes a significant loss of engaged time and academic learning time. When instructional transaction pauses, student attention declines, creating unmonitored dead time prone to behavioral disruptions. Effective pedagogical practice requires pre-preparing visual materials to preserve continuous instructional momentum and maximize student task engagement.

11. (A) III, I, II, IV
Establishing an effective classroom structure requires a systematic sequence of preparation. Educators must first arrange physical space and seating to secure clear sightlines. Next, explicit norms are co-constructed with students. Operational routines must then be modeled, practiced, and reinforced. Finally, continuous monitoring and feedback are provided to ensure consistent long-term rule compliance.

12. (B) Truncation and Dangle
Abrupt disruptions where instruction stops mid-sequence due to teacher overreaction reflect truncation and dangle within Jacob Kounin's movement analysis. A dangle occurs when a teacher abandons an activity mid-way, leaving students waiting, whereas truncation involves abruptly ending a lesson phase without proper closure. Both interrupt instructional momentum and increase classroom management friction.

13. (D) Arranging physical learning zones to minimize traffic congestion and clear sightlines.
Arranging physical learning spaces to minimize traffic bottlenecks and optimize sightlines serves as a classic preventive discipline strategy. Proactive spatial arrangement removes environmental triggers that cause accidental collisions, noise, and visual distractions. By addressing structural factors beforehand, educators foster an orderly classroom environment that naturally reduces the need for corrective disciplinary actions.

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14. (A) Principle of Differentiated Instruction
The principle of differentiated instruction dictates that learning tasks should align with individual readiness levels, learning preferences, and current capabilities. Providing appropriately challenging tasks prevents cognitive overload and boredom, both of which frequently induce off-task behavior. Matching instructional complexity to student needs sustains high task focus and fosters positive classroom engagement.

15. (D) Moving physically closer to an off-task student to maintain instructional flow without verbal interruption.
Proximity control is a subtle non-verbal intervention where an educator moves physically closer to an off-task student while maintaining the continuous flow of instruction. Spatial presence reminds the student of classroom expectations without drawing public attention or interrupting lesson pacing. This quiet technique resolves minor off-task behaviors while protecting student dignity and instructional time.

16. (B) Responding systematically to misbehavior after it has occurred.
Corrective discipline focuses on implementing systematic, predictable, and fair responses to student misbehavior after an infraction has taken place. Its primary goal is to address rule violations, restore order, and teach appropriate behavioral alternatives. While preventive discipline focuses on pre-empting disruptions, corrective approaches establish boundaries, logical consequences, and personal accountability.

17. (A) I, III and IV only
Effective classroom rules should be positively stated, describing expected prosocial behaviors rather than prohibitions. They must be limited in number to ensure clarity, co-created with students to establish shared ownership, and aligned with broader institutional policies. Maintaining concise, clear, and inclusive rules builds a safe, predictable, and supportive classroom learning environment.

prevents public power struggles and preserves instructional flow. Following up privately allows the educator to address root causes, resolve interpersonal issues, and restore relationships constructively.

55. (D) Establishing clear procedures for handing in assignments and collecting supplies.
Establishing structured procedures for turning in assignments and gathering supplies is a foundational structural component of classroom management. Routine operational systems reduce physical movement friction, prevent chaos, and minimize instructional delays. Streamlined procedures ensure efficient resource management, keeping focus centered on academic tasks.

56. (B) Natural consequences occur automatically; logical consequences are structured by adults and directly related to the violation.
Natural consequences occur automatically from actions without adult intervention, providing direct real-world feedback. Logical consequences are purposefully structured by adults to relate directly to the infraction. Both approaches teach responsibility, helping students connect choices with outcomes without relying on arbitrary punishment or emotional shaming.

57. (C) Madeline Hunter's Lesson Model
Madeline Hunter's lesson design framework structures instructional time into distinct operational stages: anticipatory set, direct instruction, guided practice, independent practice, and closure. This clear organization ensures optimal time management, maintains instructional pacing, supports cognitive mastery, and minimizes off-task behavior during transitions.

58. (A) I, II, III and IV
Comprehensive classroom management integrates physical spatial organization, behavioral monitoring, task orchestration, and positive interpersonal relationships. Balancing these four components creates an environment that supports academic achievement, socio-emotional development, efficient daily operations, and positive student-teacher interactions across all learning contexts.

59. (C) Conduct a Functional Behavior Assessment (FBA) and formulate a Behavior Intervention Plan (BIP) with counselors and parents.
Persistent, severe misbehavior resistant to general interventions requires a formal Functional Behavior Assessment to identify specific behavioral triggers and underlying functions. Educators, counselors, and parents then collaborate to design an individualized Behavior Intervention Plan. This structured, multidisciplinary process provides targeted skill-building and proactive support strategies.

60. (A) Both A and R are true and R is the correct explanation of A
Flexible seating options in inclusive classrooms significantly enhance focus and reduce behavioral disruptions for CWSN and ADHD students. Providing sensory-motor accommodations helps students regulate physical energy while staying focused on learning. Tailoring physical seating to diverse sensory needs maintains engagement and fosters inclusive classroom participation.

61. (B) Differential Reinforcement of Other Behavior
Delivering positive reinforcement whenever a student refrains from an undesirable behavior during specified intervals exemplifies Differential Reinforcement of Other Behavior. This behavioral procedure decreases target infractions by systematically rewarding the absence of the unwanted action, encouraging prosocial behavior without relying on punitive interventions.

62. (D) Publicly humiliating the victim for "being weak" and encouraging them to fight back physically.
Publicly humiliating victims or encouraging physical retaliation represents an unacceptable and harmful response to school bullying. Such actions violate child rights, worsen psychological trauma, and escalate violence. Effective anti-bullying frameworks demand clear policies, confidential reporting, empathetic counseling, and restorative behavioral support systems.

63. (D) Students become bored and off-task because an activity is prolonged beyond its instructional utility.
Satiation occurs when an instructional activity is prolonged beyond its learning effectiveness, leading to student boredom, loss of focus, and off-task behavior. In Jacob Kounin's framework, maintaining optimal lesson pacing

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provided the teacher maintains clear sightlines and active spatial supervision throughout the instructional period.

27. (C) Implementing peer-tutoring and clear group leader responsibilities.
Managing large class sizes effectively requires distributing operational and academic responsibilities through structured peer tutoring and designated group leadership. Assigning clear roles allows students to support one another, reducing the teacher's administrative load. This collaborative structure maintains task engagement, streamlines material handling, and ensures continuous monitoring across all student groups.

28. (A) Horseshoe (U-Shape) Arrangement
The horseshoe or U-shaped seating layout provides direct lines of sight between the educator and every student while keeping a clear central space open. This physical structure optimizes whole-class presentations, interactive demonstrations, and whole-group discussions by facilitating eye contact, clear communication, and unhindered teacher movement throughout the learning space.

29. (C) Establish clear transition routines and signals for material movement.
Minimizing instructional time loss during room shifts requires establishing explicit transition routines and structured signals. Pre-practiced movement protocols guide students on how to gather materials, move quietly, and assemble promptly. Systematic transition routines eliminate operational friction, reduce corridor disruption, and preserve valuable academic learning time for subject activities.

30. (A) Engaged Time (Time-on-Task)
Engaged time, or time-on-task, represents the specific duration during which students actively pay attention, process content, and participate in instructional activities. Distinct from total allocated time, engaged time directly correlates with academic achievement. Effective classroom management maximizes this time by minimizing administrative delays, smooth pacing, and preventing behavioral interruptions.

31. (A) Both A and R are true and R is the correct explanation of A
Using non-verbal signals for attention in large classrooms is superior to shouting, which elevates ambient background noise and models aggressive communication. Shouting causes teacher vocal strain without establishing predictable behavioral habits. Non-verbal signals establish clear, silent cues that prompt self-regulation and maintain a calm, orderly learning environment.

32. (D) The front rows and center aisle area where teacher interaction and participation are highest.
The action zone in a traditional classroom setup encompasses the front rows and central aisle area. Students seated within this region typically experience higher rates of eye contact, direct teacher questioning, and interactive participation. Effective educators expand this zone across the entire classroom through active spatial movement and proximity management.

33. (C) The teacher switches from Activity A to B, then abruptly returns to Activity A mid-way.
Flip-flopping occurs when a teacher shifts from one activity to another and then abruptly returns to the previous task mid-instruction. This disruption breaks instructional flow, confuses students, and wastes learning time. Maintaining steady lesson momentum requires completing planned instructional segments sequentially without unnecessary backtracking.

34. (A) It creates fear, increases anxiety, lowers self-esteem, and promotes deceptive behavior to avoid detection.
Punitive discipline produces severe psychological drawbacks, including heightened student anxiety, lowered self-esteem, and fear-based avoidance. It encourages deceptive behaviors aimed at avoiding detection rather than fostering intrinsic moral responsibility. Sustainable behavioral management relies instead on supportive communication, fair logical consequences, and positive skill reinforcement.

35. (A) I, III and IV only
Ethically acceptable practices for handling minor non-disruptive behavior include planned ignoring for attention-seeking actions, proximity control, and indirect verbal reminders of rules. Physical isolation in dark rooms or outside school hours is strictly unethical, harmful, and illegal. Management strategies must maintain student

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18. (A) Physical punishment and mental harassment of children.
Statutory educational regulations and child rights protection frameworks explicitly prohibit all forms of corporal punishment, physical abuse, and mental harassment in educational institutions. Such practices violate fundamental human rights, induce psychological trauma, and harm the learning process. Modern educational leadership relies instead on positive discipline, restorative practices, and socio-emotional support systems.

19. (C) Non-verbal cueing
Non-verbal cueing involves using body language, facial expressions, eye contact, or physical gestures to redirect minor off-task behavior without verbal interruption. By establishing silent communication, educators remind students of expectations while preserving ongoing instruction. This low-key management strategy minimizes classroom noise, avoids public embarrassment, and maintains steady instructional momentum.

20. (A) Both A and R are true and R is the correct explanation of A
Punitive discipline, including verbal humiliation and corporal punishment, fails to produce long-term behavioral transformation because it suppresses behavior temporarily through fear rather than teaching positive alternatives. Such harsh measures increase student anxiety, resentment, and deceptive behaviors. Sustainable behavioral change requires proactive skill-building, restorative practices, and positive reinforcement within a safe environment.

21. (B) Rules state general expectations for conduct; routines define step-by-step operational procedures.
Rules articulate broad standards for acceptable behavior, mutual respect, and social conduct within the learning community. Routines, in contrast, specify step-by-step procedures for executing daily classroom operations, such as material collection or transitions. While rules establish moral and behavioral boundaries, routines structure procedural movement to optimize instructional efficiency and learning time.

22. (A) Clearly communicates expectations, establishes boundaries, and enforces consequences calmly without hostility.
In Lee Canter's Assertive Discipline framework, an assertive teacher clearly communicates behavioral expectations, sets firm limits, and consistently enforces predetermined consequences without anger or passive submission. This approach asserts the educator's right to teach and the students' right to learn, fostering mutual respect, structure, and emotional stability within the classroom.

23. (D) Logical Consequence
In Rudolf Dreikurs' model, consequences must be directly and logically related to the misbehavior to encourage self-regulation. Imposing an arbitrary punishment unrelated to the action creates resentment and fails to teach appropriate behavior. Logical consequences maintain an explicit connection to the infraction, helping students understand the direct impact of their choices.

24. (D) Requiring the student to repair or clean the damaged material during activity time.
Requiring a student to clean or repair intentionally damaged learning material serves as an authentic logical consequence. It relates directly to the infraction, emphasizing environmental restoration, personal responsibility, and accountability. Unlike arbitrary punishment, logical consequences teach corrective behavioral skills and help restore damaged physical or social environments without personal shaming.

25. (A) I, II and IV only
Positive discipline strategies emphasize teaching self-regulation, implementing predictable and fair consequences, and identifying the underlying root causes of behavior. They avoid public shaming, which harms self-esteem and breaches psychological safety. By focusing on constructive skill development and supportive communication, positive discipline fosters socio-emotional growth and a healthy classroom climate.

26. (B) Cluster/Group Seating (Pods)
Cluster or group pod seating arranges student desks into small interactive teams, making it highly effective for collaborative group work and peer communication. This physical arrangement facilitates shared resource usage, small-group problem-solving, and dynamic discussions,

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positive relationships requires active listening, empathy, mutual respect, and genuine interest in student well-being. Distant and rigid attitudes create anxiety, alienate learners, and undermine effective classroom management and socio-emotional growth.

46. (A) Directing reprimand or praise at one student influences observing peers' behavior.
The ripple effect, identified by Jacob Kounin, describes how managing one student's behavior influences the conduct of observing peers. When an educator addresses or praises a specific behavior clearly and calmly, nearby students adjust their actions accordingly. Clear, calm interventions maximize this effect across the classroom.

47. (C) Investigate promptly following guidelines, supporting the victim and providing restorative interventions for the perpetrator.
Upon receiving a bullying complaint, school leadership must take immediate action by initiating a prompt investigation in accordance with statutory guidelines. The victim requires immediate emotional and physical protection, while the perpetrator must undergo structured restorative interventions and behavioral modification. Thorough documentation ensures legal compliance and safe learning environments.

48. (A) Repairing harm, promoting accountability, and restoring community through structured dialogue.
Restorative practices focus on repairing harm, fostering personal accountability, and restoring community relationships following behavioral disruptions. Rather than applying purely punitive measures, restorative frameworks use structured dialogue to help offenders understand the impact of their actions, make meaningful amends, and reintegrate smoothly into the classroom.

49. (A) Both A and R are true and R is the correct explanation of A
Co-creating classroom rules with students enhances compliance and internal accountability by fostering psychological ownership and mutual respect. When learners participate in establishing norms, they understand the underlying rationale for expected conduct. Shared ownership shifts discipline from external enforcement to collective responsibility, strengthening classroom climate.

50. (D) Utilizing differentiated instruction, universal design for learning, and flexible grouping.
Effective diversity management in inclusive classrooms requires implementing differentiated instruction, Universal Design for Learning, and flexible grouping structures. These practices provide multiple entry points for learning, accommodating varied learning styles, capabilities, and individual support needs without compromising academic rigor or excluding any student.

51. (D) Giving identical rewards to all students regardless of whether they exhibited the target behavior.
Distributing identical rewards to all students regardless of performance represents an incorrect application of positive reinforcement. Reinforcement must remain contingent upon demonstrating specific, observable target behaviors. Unconditional distribution removes the motivational link between action and consequence, diluting the effectiveness of behavioral interventions.

52. (B) Clear advance warnings, explicit movement instructions, and established routine cues.
Managing transitions between learning tasks effectively requires clear advance warnings, explicit step-by-step instructions, and established routine cues. Providing predictable warnings helps students wrap up tasks and prepare for movement. Structured signals prevent confusion, maintain order, minimize downtime, and preserve valuable instructional time.

53. (C) Extinction with Differential Reinforcement of Alternative Behavior (DRA).
Ignoring shouted answers while praising hand-raising combines extinction with differential reinforcement of alternative behavior. Extinction systematically withholds attention from the unwanted behavior, while positive reinforcement strengthens the desirable alternative action. This dual approach teaches self-regulation, establishes clear norms, and reshapes classroom participation patterns effectively.

54. (D) De-escalation, proximity control, redirection, and restorative post-lesson follow-up.
Addressing escalating conflicts calmly through physical proximity, task redirection, and private restorative follow-up exemplifies masterly classroom management. De-escalating tension

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ANSWERS

1. (B) The orchestration of classroom activities, environment, resources, and interactions to maximize learning time and engagement.
Classroom management is best defined as the comprehensive orchestration of classroom activities, physical environment, instructional resources, and interpersonal interactions. Its primary administrative and pedagogical objective is to maximize effective learning time while fostering active student engagement. By proactively organizing space, time, and procedures, educators minimize disruptions and build an environment conducive to continuous academic growth.

2. (A) Focus on proactive environmental creation versus reactive compliance enforcement.
Effective classroom management is fundamentally distinguished from traditional classroom control by its emphasis on proactive environmental creation rather than reactive compliance enforcement. While traditional approaches focus heavily on correcting misbehavior after it occurs, modern management establishes clear expectations, supportive physical setups, and engaging instructional strategies to prevent behavioral issues before they can arise.

3. (A) I and II only
Jacob Kounin conceptualized withitness as a teacher's ongoing awareness of all classroom events and effective communication of that awareness to students. This skill requires immediate, accurate interventions to address minor misbehaviors before they escalate. It relies on subtle visual monitoring, active movement, and spatial presence rather than physical or corporal reprimands to maintain discipline.

4. (D) Smoothness and Pacing
Smoothness and pacing are essential components of Jacob Kounin's instructional framework that ensure seamless transitions between classroom activities. Maintaining steady instructional momentum prevents unwanted pauses, teacher delays, or abrupt topic changes. When lessons proceed with proper pacing and fluid transitions, downtime is minimized, effectively preventing off-task behavior and sustaining high student focus throughout instruction.

5. (C) Overlappingness
Overlappingness represents a key pedagogical skill identified by Jacob Kounin, referring to a teacher's ability to address secondary classroom events without interrupting ongoing primary instruction. Managing minor off-task behavior while simultaneously maintaining guided group discussion preserves instructional momentum. This dual-focused supervision ensures that the primary lesson flow remains uninterrupted and student engagement remains consistently high.

6. (B) Allocated Time × Engaged Time Ratio × Success Rate of Tasks
Academic Learning Time reflects the precise amount of instructional time during which students actively engage with tasks at an appropriate level of challenge. It is mathematically calculated by multiplying total allocated time by the engaged time ratio and task success rate. Maximizing this metric ensures high-quality instructional transactions, optimized student learning, and reduced behavioral distractions.

7. (A) Both A and R are true and R is the correct explanation of A
Preventive classroom management significantly reduces administrative disciplinary referrals by establishing supportive physical environments, structured daily routines, and highly engaging learning activities. Proactively addressing potential behavioral triggers minimizes off-task actions before they manifest. Consequently, overall instructional disruptions decrease, directly diminishing the operational burden on school leaders and administrative support teams.

8. (A) Rudolf Dreikurs – Social Discipline Model
Rudolf Dreikurs developed the Social Discipline Model, establishing that human behavior is motivated by a fundamental goal of social belonging. When students feel discouraged, their behavior manifests through mistaken goals such as attention, power, revenge, or assumed inadequacy. Understanding these underlying motives allows educators to

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and introducing instructional variety prevents satiation, keeping student engagement and interest high.

64. (A) Thomas Gordon – Teacher Effectiveness Training (TET)
Thomas Gordon developed Teacher Effectiveness Training, a framework emphasizing non-violent communication, active listening, I-messages, and collaborative conflict resolution. Designed to foster strong interpersonal relationships, TET helps educators manage classrooms effectively by promoting emotional intelligence, mutual respect, and shared problem-solving without relying on authoritarian coercion.

65. (C) Express how misbehavior impacts instruction without blaming the student personally.
In Thomas Gordon's framework, using I-messages allows teachers to express how specific misbehavior impacts instruction without placing personal blame on the student. Describing the concrete behavior, its tangible effect, and the resulting feelings avoids defensive reactions, preserves student dignity, and promotes responsible behavioral self-regulation.

66. (C) "When talking continues during group work, I get distracted and cannot provide feedback, delaying our lesson plan."
An effective I-message explicitly states the specific behavior, its direct effect on the learning environment, and the resulting operational impact without accusing the student. Expressing concerns neutrally avoids provoking defensiveness, fosters self-awareness, and encourages voluntary cooperation within the classroom.

67. (D) Keeping all students attentive by posing questions to the class before calling on individuals randomly.
Group alerting encompasses pedagogical techniques designed to keep all students attentive during instruction. Posing questions to the entire class before randomly selecting an individual respondent ensures every student remains mentally engaged. This strategy maintains continuous group focus, reduces off-task downtime, and enhances overall instructional effectiveness.

68. (A) High-density rows where rear students cannot see or hear the teacher clearly.
High-density row seating with poor sightlines and acoustics severely hinders whole-class interactive instruction. Rear students often become disengaged due to limited visual and auditory access, creating high-risk zones for off-task behavior. Effective seating layouts prioritize clear sightlines, easy communication, and unhindered teacher movement.

69. (A) I, III and IV only
Managing diversity effectively requires culturally responsive teaching, physical accommodations, and multilingual support for non-native speakers. Enforcing a single, rigid teaching pace ignores varying learning needs, increasing academic frustration. Inclusive classroom management adapts instructional delivery to accommodate diverse learning styles and individual student abilities.

70. (D) Give Rohan recognition when displaying constructive behavior, while minimizing peer reinforcement during outbursts.
Addressing attention-seeking behavior driven by mistaken goals requires redirecting student desire for recognition toward constructive contributions. Providing positive attention for prosocial actions while minimizing peer reinforcement during disruptions helps modify behavior. This targeted approach meets socio-emotional needs constructively without disturbing the classroom.

71. (C) Practicing appropriate behavior repeatedly or restoring the environment significantly better than before the infraction.
Overcorrection is a behavior modification technique where a student repeatedly practices correct behaviors or restores the environment beyond its original state following an infraction. This process reinforces appropriate habits, instills accountability, and restores physical or social spaces without relying on punitive harm.

72. (B) Corporal punishment is completely prohibited; violations lead to disciplinary action under service rules and prosecution under statutory child protection laws.
Statutory legal frameworks explicitly prohibit all forms of corporal punishment and mental harassment in schools. Violations subject educators to disciplinary proceedings under service rules and prosecution under statutory

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safety, physical integrity, and psychological well-being.

36. (D) Removing an unpleasant stimulus to increase the frequency of a desired target behavior.
Negative reinforcement in Applied Behavior Analysis involves removing an unpleasant or aversive stimulus immediately after a desired target behavior occurs, thereby increasing the likelihood that the behavior will recur. Unlike punishment, which seeks to reduce undesirable behaviors, negative reinforcement functions strictly to strengthen and maintain positive target behaviors.

37. (C) Token Economy
A token economy is a structured behavior modification system where students earn symbolic tokens for exhibiting target prosocial behaviors. These earned tokens are periodically exchanged for valued backup rewards or special group privileges. This systematic reinforcement structure clarifies behavioral expectations, enhances motivation, and systematically reinforces positive classroom habits.

38. (A) Power Seeking
In Rudolf Dreikurs' framework, defiant student behavior aimed at defeating teacher authority stems from the mistaken goal of power seeking. Students operating under this goal falsely believe that belonging is achieved by asserting dominance and defying rules. Teachers should avoid power struggles, offering controlled choices and encouragement instead.

39. (C) Display of Inadequacy
When a student displays deep discouragement, refuses to attempt academic tasks, and claims inability, the underlying mistaken goal is a display of inadequacy. Feeling incapable of gaining belonging through achievement or attention, the student withdraws entirely. Educators must build self-efficacy by breaking tasks into small steps and providing consistent encouragement.

40. (A) Time-Out from Reinforcement
Time-out from positive reinforcement involves briefly removing a student from a highly reinforcing environment to a low-stimulation setting following misbehavior. The goal is to interrupt the reinforcement cycle maintaining the misbehavior. To be effective and ethical, the routine must be brief, predictable, safe, and free from verbal or physical harshness.

41. (D) Access to a preferred activity reinforces completion of a less preferred activity.
The Premack Principle dictates that access to a high-frequency, preferred activity can serve as an effective reinforcer for completing a low-frequency, less-preferred task. Commonly applied as an instructional strategy, this principle motivates task completion by pairing necessary academic efforts directly with valued rewards or preferred classroom privileges.

42. (B) Specific Process-Focused Reinforcement
Praising specific effort rather than making general person-focused statements represents process-focused reinforcement. Highlighting concrete actions informs students precisely what behaviors were successful and encourages growth mindsets. Process feedback fosters intrinsic motivation and self-efficacy by linking achievement directly to observable effort, persistence, and effective learning strategies.

43. (C) The socio-emotional tone, environment, and interpersonal dynamics experienced within the classroom.
Classroom climate refers to the socio-emotional atmosphere, organizational tone, and interpersonal dynamics within the learning environment. Shaped by teacher-student interactions, peer relationships, and behavioral expectations, a positive climate fosters psychological safety, academic risk-taking, continuous engagement, and emotional well-being across all student populations.

44. (D) High teacher expectations combined with warm support and fair, transparent evaluation.
An equitable, supportive classroom climate is established when high academic standards are combined with emotional warmth, personal support, and transparent evaluation. This balance creates clear boundaries while reassuring students of ongoing guidance. Students feel valued, safe, and motivated to achieve academic success within a structured environment.

45. (D) Maintaining strict emotional distance and refusing to listen to student concerns.
Maintaining strict emotional distance and refusing to listen to student concerns severely damages teacher-student rapport. Building

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82. (B) Instructional tasks that are inappropriately paced—far too difficult or excessively repetitive.
Inappropriately paced instruction—whether excessively difficult or overly repetitive—is a primary pedagogical cause of student off-task behavior. Tasks that cause frustration or boredom lead to disengagement and disruption. Designing differentiated, well-paced learning activities maintains student focus and minimizes behavioral friction.

83. (D) Assigning interdependent roles and establishing individual accountability alongside group rewards.
Addressing social loafing in group work requires assigning distinct interdependent roles and coupling group rewards with individual accountability. Ensuring that overall success depends on every member's contribution prevents passive free-riding, encourages equitable participation, and builds shared group responsibility.

84. (A) Remaining calm, lowering voice pitch, maintaining physical space, and avoiding power struggles.
Managing an emotionally agitated student requires de-escalation: remaining calm, lowering vocal pitch, respecting physical space, and avoiding public power struggles. De-escalating tense moments protects student dignity, lowers emotional arousal, maintains classroom safety, and allows for rational problem-solving once calm is restored.

85. (B) Starts an activity, leaves it hanging mid-air for an unrelated matter, leaving class waiting.
In Jacob Kounin's movement analysis, a dangle occurs when a teacher initiates an activity and then leaves it hanging mid-air to attend to an unrelated matter. This pause creates unmonitored dead time, breaks instructional momentum, and increases the likelihood of student off-task behavior.

86. (C) Providing a structured space where affected parties express feelings, understand impact, and agree to repair harm.
Restorative circles offer a structured space where affected individuals express feelings, evaluate the impact of actions, and collaboratively agree on ways to repair harm. This practice fosters empathy, active listening, and personal accountability, strengthening community bonds while resolving interpersonal conflicts constructively.

87. (A) I, II, III and IV
Applying Baumrind's typology to classroom management accurately classifies styles by levels of warmth and demandingness. Authoritative management combines high warmth with high demandingness, authoritarian combines low warmth with high demandingness, permissive pairs high warmth with low demandingness, and neglectful features low warmth and low demandingness.

88. (A) Deploying active teacher supervision at key spatial zones and organizing scheduled recess activities.
Reducing recess conflicts requires deploying active teacher supervision across key spatial areas and providing organized, engaging break activities. Proactive physical presence combined with structured recreation minimizes unmonitored high-risk situations, deters physical altercations, and promotes prosocial student interactions during non-instructional times.

89. (C) Systematically reinforcing successive approximations toward a target complex behavior.
Shaping in behavior modification refers to systematically reinforcing successive approximations toward a complex target behavior. By rewarding incremental progress, educators guide students from their baseline performance to desired behavioral goals, making it an effective strategy for teaching new skills and habits.

90. (A) Both A and R are true and R is the correct explanation of A
Seating arrangements should remain flexible and adapt to specific instructional activities rather than staying permanently fixed. Direct instruction, group collaboration, and individual testing each require distinct physical setups to optimize interaction and minimize distraction. Flexible spatial arrangements support diverse learning tasks and improve classroom efficiency.

91. (C) Placing high-traffic resources in accessible areas away from instructional bottlenecks.
Positioning high-traffic resources away from central instructional zones serves as an effective preventive environmental strategy. Thoughtful

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130. (A) Both A and R are true and R is the correct explanation of A
Differentiated instruction is essential for effective classroom management in diverse settings. Tailoring tasks to student readiness levels, learning profiles, and interests prevents frustration and boredom, which are primary drivers of off-task behavior. Matching instruction to student needs maintains high engagement and focus.

131. (B) High-Probability (High-p) Request Sequence
The High-Probability request sequence builds behavioral momentum by presenting two or three easy, high-compliance requests immediately before delivering a challenging target request. Gaining initial compliance increases student willingness to engage with more difficult instructional tasks, reducing task avoidance.

132. (C) The rate and rhythm at which a teacher moves through an instructional lesson, keeping it moving fast enough to maintain interest but slow enough to ensure comprehension.
Pacing refers to the rhythm and speed at which a teacher progresses through an instructional lesson. Effective pacing keeps instruction moving fast enough to maintain student interest while ensuring clear comprehension. Balanced pacing avoids cognitive overload and prevents boredom-induced off-task behaviors.

133. (D) Extinction does not immediately stop the behavior and may cause a temporary extinction burst, which is unsafe if the behavior involves physical aggression or immediate danger.
Relying solely on extinction is unsuitable for aggressive or dangerous misbehavior because it does not produce immediate cessation and often triggers a temporary extinction burst. Behaviors involving physical harm or immediate safety risks require direct, immediate intervention to protect students and restore safety.

134. (A) I, II and III only
A well-managed physical classroom features clear traffic lanes, unobstructed sightlines for continuous teacher supervision, and strategic desk placement away from major distraction sources. Emergency exits must remain completely clear of furniture to maintain safety standards and procedural compliance.

135. (C) "Please walk quietly to your seats" instead of "Don't run and stop making noise!"
Positive classroom framing communicates desired actions clearly, instructing students on what to do rather than highlighting prohibited actions. Phrasing expectations constructively provides actionable behavioral guidance, sets a positive tone, and encourages prosocial choices without creating a negative climate.

136. (B) A management approach that uses cultural knowledge, prior experiences, and performance styles of diverse students to make learning management more appropriate and effective.
Culturally Responsive Classroom Management integrates students' cultural backgrounds, prior experiences, and communication styles into daily management practices. Valuing cultural diversity fosters an inclusive, respectful environment, prevents cross-cultural miscommunications, and supports equitable learning opportunities for all students.

137. (C) Maintaining an open, non-threatening body posture, adopting a calm facial expression, and giving the excited student personal physical space.
Non-verbal de-escalation requires adopting an open, non-threatening body stance, maintaining a calm facial expression, and respecting the student's personal physical space. Relaxed posture lowers emotional arousal, reduces perceived threat, and opens the door to constructive conflict resolution.

138. (D) Quietly collect the paper, require the student to demonstrate mastery on an alternate assessment under supervision, and address the motivation behind cheating privately.
Addressing academic dishonesty effectively involves quietly collecting the paper, requiring an alternate assessment to verify mastery, and privately investigating underlying motives. This measured approach upholds academic integrity, avoids public shaming, and provides targeted guidance to address root causes.

139. (D) To immediately engage students in productive academic work the moment they enter the classroom while the teacher completes essential administrative tasks like attendance.
Opening routines, such as entry tasks or warm-up activities, immediately engage students in productive learning upon entering the

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a relational lens, restorative approaches resolve conflicts through structured dialogue, empathy, and meaningful restitution rather than purely punitive sanctions.

102. (B) Overdwelling
Overdwelling, identified by Jacob Kounin, describes a teacher's habit of dwelling excessively on minor side issues, behavior reprimands, or basic concepts long after clarity has been reached. Overdwelling slows instructional pacing, causes student loss of interest, breaks lesson momentum, and increases off-task behavior.

103. (C) Thrust
In Kounin's framework, a thrust occurs when an educator abruptly bursts into an ongoing student activity with instructions without checking class readiness or establishing context. These sudden interruptions break student focus, disrupt activity flow, and create operational confusion within the learning environment.

104. (A) Both A and R are true and R is the correct explanation of A
Token economies effectively establish initial prosocial habits by providing immediate, concrete reinforcement that bridges the temporal gap between behavior and long-term rewards. Tangible tokens reinforce positive actions instantly, clarifying expectations and systematically shaping appropriate behaviors for students struggling with self-regulation.

105. (D) Immediately interrupting the behavior, naming the harmful nature of the slur, re-establishing ground rules, and addressing the impact constructively.
Addressing verbal microaggressions or slurs requires immediate action: stopping the behavior, explicitly naming its harmful impact, reinforcing ground rules, and conducting constructive follow-up. Promptly confronting bias protects psychological safety, establishes clear expectations, and maintains an inclusive classroom climate for all students.

106. (A) It severely restricts collaborative peer interaction and group-based active learning modalities.
Arranging desks in isolated wall-facing cubicles restricts collaborative peer interaction and limits group learning activities. While single cubicles aid individual focus during independent work, reliance on isolated setups hinders socio-emotional growth, cooperative problem-solving, and dynamic group discussions.

107. (A) I, II, III and IV
Effective transitions rely on clear attention signals, explicit step-by-step movement instructions, visual time monitoring, and positive teacher reinforcement for efficient execution. Integrating these structural elements minimizes procedural delays, reduces classroom noise, and preserves instructional focus throughout activity shifts.

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108. (D) Providing a clear visual schedule on the wall and giving advance warnings prior to non-routine transitions.
Supporting students who experience anxiety during schedule alterations requires clear visual schedules and timely advance warnings. Predictable cues reduce anxiety, assist cognitive processing, and help students prepare for daily shifts, minimizing emotional distress and behavioral disruptions.

109. (C) A form of negative punishment where a previously earned reinforcer (e.g., token or privilege) is removed contingent upon misbehavior.
Response cost is a negative punishment procedure where a previously earned reinforcer, such as a token or privilege, is removed following misbehavior. Applied within token economy systems, response cost reduces target infractions by establishing clear, predictable consequences for rule violations.

110. (D) Immediately report the matter to the Special Juvenile Police Unit or local police, ensuring mandatory reporting compliance without delay or internal concealment.
Upon receiving disclosures of child abuse, school leaders are statutorily mandated to report the matter immediately to the Special Juvenile Police Unit or local police. Internal concealment or delay violates child protection laws. Upholding mandatory reporting procedures ensures child safety, legal compliance, and institutional integrity.

spatial placement prevents physical congestion, reduces noise, and minimizes minor collisions, allowing students to retrieve materials smoothly without disrupting ongoing learning activities.

92. (D) 4 to 6 core, clear, positively framed rules.
Establishing four to six core, positively framed rules is optimal for classroom management. Concise, memorable expectations framed in constructive language clearly articulate standards without overwhelming students. Keeping rules focused and visible facilitates easy recall, consistent enforcement, and clear behavioral expectations.

93. (B) Incorporating scheduled short movement breaks, sensory tools, and breaking tasks into shorter chunks.
Supporting students with ADHD involves incorporating movement breaks, providing sensory tools, and breaking tasks into manageable chunks. Proactive accommodations channel physical energy constructively, prevent cognitive overload, and help students maintain task focus without resorting to punitive isolation or rigid immobility.

94. (D) To identify underlying triggers, functions, and maintaining consequences of persistent challenging behavior.
The primary purpose of a Functional Behavior Assessment is to identify environmental triggers, underlying functions, and maintaining consequences of persistent challenging behaviors. Understanding why a behavior occurs enables educators to design targeted Behavior Intervention Plans that teach constructive replacement behaviors.

95. (A) Antecedent, Behavior, Consequence
In behavioral analysis, ABC stands for Antecedent, Behavior, and Consequence. Antecedents represent events occurring immediately before a behavior, Behavior denotes the observable action, and Consequences reflect outcomes that reinforce or diminish the behavior. Analyzing these components helps educators modify environmental factors effectively.

96. (B) Providing a subtle visual or verbal cue to assist the student in initiating correct behavior before an error occurs.
Prompting involves delivering subtle visual or verbal cues to help students initiate target behaviors before errors occur. Acting as an antecedent support, prompting guides proper performance, reduces frustration, builds behavioral momentum, and minimizes rule infractions across varied learning tasks.

97. (A) I, II and III only
Effective feedback in positive learning environments must be timely, specific, and actionable. It should focus on student effort, strategies, and growth rather than personal labels. Focusing on learning processes builds self-efficacy and encourages continuous academic improvement without inducing defensiveness.

98. (C) Establish a clear equipment collection routine where groups are dismissed systematically by rows or tables.
Resolving lab equipment management issues requires establishing systematic collection routines, such as dismissing groups row by row. Structured procedures eliminate chaotic rushes, reduce physical collisions, safeguard lab equipment, and preserve valuable practical learning time through organized group movement.

99. (C) Streamlining routines like attendance, material distribution, and homework collection into automated procedures.
Streamlining daily routines like attendance, material distribution, and homework submission into automated procedures prevents routine tasks from cutting into instruction time. Efficient procedural systems minimize dead time, maintain smooth pacing, and maximize student focus on core academic content.

100. (D) Positive Interdependence and Individual Accountability
Cooperative learning requires structuring positive interdependence alongside individual accountability to ensure every group member contributes to team success. Structuring clear individual roles within shared goals prevents free-riding, encourages mutual support, and fosters active, equitable participation across group tasks.

101. (C) Restorative Justice – Focuses on breaking rules and imposing retributive pain on offenders.
Restorative justice focuses on repairing harm, fostering personal accountability, and rebuilding community relationships rather than inflicting retributive pain. Viewing misbehavior through

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procedures reduce administrative uncertainty, streamline transitions, and focus student attention promptly on learning tasks, minimizing operational time loss and maintaining smooth instructional pacing.

121. (C) It fosters socio-emotional distress, heightens peer resentment, damages self-esteem, and damages the psychological safety of the classroom climate.
Using public shame or ranking lists causes severe socio-emotional distress, heightens peer resentment, damages self-esteem, and destroys psychological safety. Such punitive comparisons alienate struggling learners, induce anxiety, and undermine supportive classroom dynamics essential for healthy academic risk-taking.

122. (D) It relies on non-verbal presence to calm off-task behavior without disrupting ongoing class instruction.
Proximity control relies on an educator's physical presence near an off-task student to quietly redirect behavior without interrupting lesson delivery. Moving closer communicates awareness and expectations silently, preserving student dignity, avoiding public confrontations, and maintaining uninterrupted instructional flow.

123. (A) Universal primary prevention strategies applied to all students across the entire school to establish positive social culture.
Tier 1 interventions in Positive Behavioral Interventions and Supports focus on universal primary prevention strategies for the entire school population. Establishing clear behavioral expectations, positive school culture, and social skills instruction sets a consistent baseline that prevents minor infractions across all learning environments.

124. (B) At-risk students who require targeted, small-group behavioral support and monitoring (e.g., Check-In/Check-Out systems).
Tier 2 interventions in PBIS provide targeted, small-group behavioral support for at-risk students who require additional guidance beyond universal strategies. Utilizing interventions like Check-In/Check-Out systems, social skills groups, and close monitoring prevents behavioral escalation and supports self-regulation.

125. (A) I, II and III only
Restorative practices center on understanding the harm caused, engaging affected stakeholders, and actively repairing relationships within the school community. They reject arbitrary or physical punishments, focusing instead on personal accountability, empathy building, and constructive resolution of interpersonal conflicts.

126. (B) Establish explicit "Discussion Ground Rules" co-constructed with the class (e.g., active listening, waiting for turn, attacking ideas not people) and enforce them consistently.
Managing dynamic class discussions requires co-constructing and enforcing explicit ground rules, such as active listening, respectful turn-taking, and critiquing ideas rather than individuals. Shared standards establish psychological safety, prevent dominant behaviors, and encourage equitable, respectful participation.

127. (C) To conduct a quick, formative assessment of student understanding while facilitating a smooth closure routine in the final 3-5 minutes of class.
Exit tickets serve as brief formative assessment tools implemented during final lesson minutes. Requiring students to answer a quick check question before leaving evaluates immediate concept mastery, informs future instructional pacing, and provides a structured, orderly closure routine.

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128. (D) Pre-correcting expected behavior before entering an assembly hall or starting a messy group science experiment.
Pre-correcting expected behaviors prior to high-risk activities or transitions serves as an effective antecedent strategy. Explicitly reviewing behavioral expectations beforehand reminds students of positive norms, reducing off-task actions and setting up successful behavior during complex learning tasks.

129. (A) Positioning monitors so that student screens are visible to the teacher walking the aisles, and keeping wiring securely encased.
Organizing computer laboratories requires arranging screens toward open aisles for easy teacher visibility and securing all electrical wiring. Clear sightlines facilitate active supervision and digital task monitoring, while organized wiring ensures physical safety and smooth student movement.

111. (A) Use physical movement (mobility throughout the room), active questioning, variation in vocal pitch, and proximity control.
Addressing continuous chatter during lectures requires active spatial mobility, varied vocal inflection, frequent questioning, and proximity control. Moving throughout the classroom and engaging students dynamically captures attention, eliminates unmonitored dead zones, and establishes an responsive learning environment.

112. (B) Withholding the reinforcer that previously maintained an undesirable behavior until that behavior gradually decreases and disappears.
Extinction involves systematically withholding the specific reinforcer that previously maintained an undesirable behavior until the action gradually diminishes and vanishes. By ensuring misbehavior no longer yields attention or desired outcomes, extinction eliminates unwanted actions over time without relying on punitive measures.

113. (C) A temporary, sudden increase in the frequency, intensity, or duration of an unwanted behavior immediately after reinforcement for that behavior is first withheld.
An extinction burst is a temporary, sharp increase in the frequency, intensity, or duration of an unwanted behavior immediately after reinforcement is first withheld. Recognizing this initial behavioral escalation helps educators maintain consistent extinction procedures until the behavior eventually fades.

114. (D) Paraphrasing and reflecting back both the emotional content and message of a student's statement to ensure clear understanding and empathy.
Active listening requires paraphrasing and reflecting back both the core message and underlying emotional state of a student's statement. Demonstrating genuine empathy and accurate understanding de-escalates conflict, builds trust, and fosters open, constructive communication between educators and students.

115. (A) U-Shape / Horseshoe or Facing Seminar Configuration
Conducting formal class debates or round-table discussions is best supported by U-shaped, horseshoe, or facing seminar seating configurations. These arrangements ensure clear sightlines and direct eye contact among all participants, promoting active listening, structured turn-taking, and dynamic whole-group interaction.

116. (A) I and II only
Continuous reinforcement is optimal for rapidly teaching new behaviors, while intermittent reinforcement maintains established behaviors and builds resistance to extinction. Reinforcement must follow target actions promptly to remain effective; long delays weaken the connection between behavior and outcome, reducing intervention effectiveness.

117. (B) The teacher holds the whole class accountable for paying attention and actively keeps all students engaged even when one student is responding.
Group focus involves holding the entire class accountable for maintaining attention and active mental participation even while an individual student is responding. Using techniques like random calling and peer verification sustains high group engagement, reduces downtime, and keeps all learners focused during instruction.

118. (C) Reinforcing a student for keeping their hands in their lap/on their desk to eliminate the incompatible behavior of hitting peers.
Differential Reinforcement of Incompatible Behavior rewards a desirable action that is physically impossible to perform simultaneously with the target unwanted behavior. Reinforcing a student for keeping hands flat on a desk directly prevents peer hitting, replacing misbehavior with a prosocial alternative.

119. (D) The total duration of time formally scheduled and set aside by the school authority for a specific subject or learning activity.
Allocated time represents the total duration formally scheduled by educational institutions for specific subjects or learning activities. While allocated time sets procedural limits, effective management maximizes how much of this time becomes active engaged time and academic learning time.

120. (A) Both A and R are true and R is the correct explanation of A
Establishing consistent start-of-period and end-of-period routines significantly increases Academic Learning Time. Standardized

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classroom. Fostering instant task focus allows educators to complete necessary administrative duties efficiently without losing instructional momentum or creating unmonitored downtime.

140. (A) Both A and R are true and R is the correct explanation of A
Multi-grade classrooms require specialized management strategies because teachers must balance direct instruction for one grade level with self-directed peer learning for others. Structuring independent routines and cooperative peer tasks ensures continuous learning across all grade levels simultaneously.

141. (B) Humanistic and Adlerian Social Discipline Frameworks (e.g., Dreikurs)
Humanistic and Adlerian social discipline frameworks view misbehavior as a manifestation of unmet social needs for belonging, connection, and significance. When students feel discouraged, their actions express mistaken goals. Addressing root emotional needs through encouragement fosters positive behavioral self-regulation.

142. (C) Slowdowns – Teacher behaviors that delay or slow down the rate of a lesson (e.g., overdwelling, fragmenting).
In Jacob Kounin's movement analysis, slowdowns encompass teacher actions that unnecessarily delay lesson momentum, such as overdwelling on minor details or fragmenting simple instructions. Eliminating slowdowns maintains instructional pacing, keeps engagement high, and minimizes off-task behavior.

143. (D) When a teacher breaks down a single unit of activity or behavior into unnecessary component sub-parts, slowing down lesson momentum (e.g., calling students up one by one to collect paper instead of distributing by rows).
Fragmentation occurs when an educator breaks an activity into unnecessary sub-components, needlessly slowing lesson progress. For example, calling students individually to collect papers creates delays. Streamlining procedural instructions prevents fragmentation, preserving instructional pacing and engagement.

144. (A) II and III only
Effective classroom management is supported by matching lesson pacing to student comprehension and providing clear visual schedules. Interrupting independent practice for unrelated announcements or giving directions before securing full class attention breaks instructional focus and disrupts lesson momentum.

145. (B) The teacher praises students who are following expectations while ignoring minor attention-seeking off-task behaviors of other nearby students, prompting off-task students to conform.
The praise-and-ignore strategy combines positive reinforcement for compliant students with planned ignoring for minor, attention-seeking off-task behaviors nearby. Highlighting desired actions utilizes peer modeling to prompt off-task students to conform without giving negative behavior public attention.

146. (C) In-School Restorative Reflection and Behavioral Skill-building Workshops supervised by trained counselors.
In-school restorative reflection and skill-building workshops offer an ethical, constructive alternative to exclusionary suspension. Guided by counselors, these programs address underlying behavioral causes, teach emotional self-regulation, and repair relationships while keeping students engaged in academic progress.

147. (D) Ensuring preferential seating near the front/center, clear facial visual line of sight for lip-reading, and providing structured visual cues alongside oral instructions.
Accommodating students with hearing impairments requires preferential front-center seating, clear visual lines of sight for lip-reading, and pairing oral directions with structured visual cues. Environmental adaptations ensure equal access to instructional content and support classroom inclusion.

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148. (B) Positive Reinforcement adds a desirable stimulus to INCREASE a behavior, while Positive Punishment adds an undesirable/aversive stimulus to DECREASE a behavior.
Positive reinforcement adds a desirable stimulus to increase the frequency of a target behavior, whereas positive punishment applies an aversive stimulus to decrease an unwanted behavior. Understanding this behavioral distinction helps educators implement positive reinforcement strategies to build prosocial habits effectively.

bottlenecks, improve safety, and preserve instructional time.

170. (A) Both A and R are true and R is the correct explanation of A
Corporal punishment induces conditioned fear responses through classical conditioning, pairing the educational environment and authority figures with anxiety and avoidance. Fear-based tactics fail to teach prosocial self-regulation and damage the psychological safety necessary for effective academic learning.

171. (C) Interdependent Group Contingency
An interdependent group contingency relies on all members meeting specified behavioral standards to earn collective rewards. Systems like the Good Behavior Game leverage positive peer support and shared goals to build team responsibility and prosocial classroom habits.

172. (D) All individual members of the group meeting the specified criteria collaboratively.
In an interdependent group contingency, success depends on all group members collaboratively meeting defined behavioral criteria. Shared goals foster mutual encouragement, peer accountability, and cooperative behavior across the entire learning group.

173. (A) It may subject the target student to excessive peer pressure, scapegoating, and verbal harassment if they fail to meet the criteria.
The primary operational hazard of a dependent group contingency is placing excessive peer pressure on a single struggling student. If the student fails to meet the target, peer scapegoating and resentment can occur, damaging social relationships and psychological safety.

174. (A) I, II, III and IV
Jacob Kounin's constructs—withitness, overlappingness, smoothness, pacing, and group alerting—directly prevent classroom misbehavior. Mastering these management behaviors helps educators maintain instructional momentum, monitor interactions continuous, and preserve high student engagement.

175. (C) Avoid retaliating, maintain emotional composure, build trust through one-on-one rapport, and validate feelings while setting limits on destructive actions.
Addressing revenge-seeking behavior requires avoiding emotional retaliation, maintaining composure, and building trust through private rapport. Validating hurt feelings while setting firm boundaries on destructive actions helps heal social harm and breaks negative behavioral cycles.

176. (D) Every student who completes their individual homework assignment earns 10 extra credit points, regardless of peer performance.
An independent group contingency offers identical rewards to every student who individually meets set performance criteria, regardless of peer outcomes. This approach encourages personal responsibility without creating peer dependencies or social pressure.

177. (A) Withholding reinforcement for an undesirable target behavior while providing reinforcement for a desirable alternative behavior that serves a similar function.
Differential Reinforcement of Alternative Behavior withholds reinforcement from an unwanted behavior while rewarding a functional prosocial alternative. Shifting reinforcement to appropriate behaviors systematically reduces misbehavior while teaching acceptable skills.

178. (B) Ensuring consistent physical layout without unexpected obstacles, adequate high-contrast lighting, and front-row seating with glare reduction.
Supporting students with visual impairments requires maintaining a consistent physical setup, eliminating floor obstacles, ensuring high-contrast lighting, and providing glare-free front seating. Environmental stability promotes safe, independent navigation and full instructional access.

179. (C) Scaffolding instructional tasks into manageable steps, offering academic support, and addressing the underlying frustration rather than purely punishing washroom requests.
Addressing escape-driven misbehavior during complex tasks requires scaffolding content into manageable steps and offering academic support. Meeting instructional needs resolves the root cause of task avoidance, reducing washroom requests without reliance on punitive measures.

180. (A) Both A and R are true and R is the correct explanation of A
Displaying, explicitly teaching, and regularly reviewing classroom rules is necessary because

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assert control or hide perceived shortcomings. Teachers should avoid power struggles, offer controlled choices, and build student self-efficacy through targeted encouragement.

160. (C) They should describe vague, abstract concepts like "Be good" rather than observable behaviors like "Raise hand to speak."
Stating rules using vague concepts like "be good" is ineffective because abstract terms lack behavioral clarity. Rules must describe specific, observable actions—such as "raise your hand to speak"—ensuring students clearly understand expected classroom conduct and self-regulation boundaries.

161. (A) Both A and R are true and R is the correct explanation of A
Culturally responsive classroom management prevents misinterpreting cultural differences as behavioral deficits. Cultural norms vary regarding eye contact, communication styles, and authority interactions. Understanding these nuances fosters equitable behavioral evaluation and maintains an inclusive learning environment.

162. (C) It provides students with a sense of autonomy and control, reducing power struggles while ensuring task completion within set parameters.
Offering controlled choices provides students with autonomy, satisfying psychological needs for control while ensuring task completion within set parameters. Providing choices reduces power struggles, enhances intrinsic motivation, and fosters personal responsibility for learning outcomes.

163. (D) "Would you prefer to write your essay using blue pen on paper, or type it on the classroom computer terminal?"
Offering options between writing by hand or typing on a computer provides controlled choice. Framing choice within structured boundaries respects student autonomy, increases task willingness, and ensures learning objectives are met without compromising expectations.

164. (A) I, II and IV only
Active supervision requires dynamic spatial movement, regular group check-ins, and immediate praise for task focus. Remaining seated at a desk while using personal devices breaks spatial awareness, reduces sightlines, and increases off-task student behavior.

165. (B) An individualized, legally aligned formal plan specifying proactive strategies, environmental modifications, skill-building instructions, and targeted reinforcers to address chronic severe student behaviors.
A Behavior Intervention Plan is an individualized, legally aligned framework outlining proactive environmental modifications, targeted skill instruction, and reinforcers for chronic behaviors. Derived from functional assessments, BIPs provide structured support to foster prosocial skill development.

166. (C) Securing student compliance on two or three easy, high-probability requests before presenting a more challenging target request.
Behavioral momentum involves securing compliance on easy, high-probability requests before presenting a more challenging task. Establishing rapid success lowers task resistance, builds compliance habits, and smoothly transitions students into complex academic work.

167. (D) Comfortably monitors and manages a secondary event (e.g., student requesting a hall pass or minor disruption) while continuing to maintain the main instructional lesson flow.
Overlappingness is demonstrated when an educator handles a secondary event, such as issuing a pass or addressing minor chatter, while maintaining primary instructional flow. Dual-focused supervision ensures continuous lesson pacing and keeps the rest of the class engaged.

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168. (A) Switching to a passive, monotone lengthy teacher lecture with zero student interaction.
Delivering a passive, monotone lecture during the final minutes of a week is ineffective for maintaining engagement. Low-interaction lectures induce boredom and fatigue. Utilizing active review games, exit tickets, and structured positive reinforcement sustains student focus until the final bell.

169. (B) Map traffic movement flows, synchronize transition bells, station duty teachers at high-density hallway junctions, and standardize student movement routines.
Resolving hallway transition conflicts requires mapping traffic flows, synchronizing bells, stationing supervisory staff at key junctions, and establishing standardized movement routines. Organized environmental controls eliminate

149. (C) Visual non-verbal feedback for self-regulation during group management.
Utilizing a visual noise meter provides immediate, non-verbal feedback that helps students self-regulate group volume. Visual cues allow learners to monitor their noise levels independently, maintaining productive working environments without requiring constant verbal reprimands from the educator.

150. (A) Both A and R are true and R is the correct explanation of A
Over-relying on external tangible rewards for tasks that are intrinsically interesting can diminish intrinsic motivation through the overjustification effect. External rewards shift student perception from internal satisfaction to external compliance. Balance requires emphasizing process praise, autonomy, and intrinsic task engagement.

151. (B) Engaging in structured icebreaker activities, co-creating shared norms, learning student names, and establishing predictable daily routines.
Building a positive emotional climate during initial school weeks involves icebreaker activities, learning names promptly, co-creating classroom norms, and setting predictable routines. Proactive relationship building creates psychological safety, clear expectations, and mutual respect from the outset.

152. (A) Group Focus / Group Alerting
Group focus and group alerting encompass strategies that maintain overall class engagement and accountability during instruction. By keeping all learners mentally active—even when responding individually—educators minimize downtime, maintain momentum, and support consistent classroom participation.

153. (C) Severe social withdrawal, extreme anxiety, non-participation, and excessive self-isolation.
Internalizing behavioral problems include social withdrawal, anxiety, non-participation, and self-isolation. Unlike loud externalizing disruptions, internalizing behaviors are quiet and easily overlooked, yet require proactive socio-emotional support, gentle encouragement, and targeted mental health interventions.

154. (A) I, III and IV only
Sound pedagogical practice involves using minimal low-key interventions first, reserving formal consequences for persistent infractions, and separating student identity from problematic actions. Public confrontation increases defensiveness, damages rapport, and disrupts the overall learning environment.

155. (C) It creates visual urgency, keeps student groups paced on task, and structures clear operational boundaries for task completion.
Displaying digital timers during group activities provides visual pacing, helping students manage time effectively. Clear time boundaries create focus, prompt smooth transitions, and keep learning groups on task without requiring repeated verbal time reminders.

156. (B) Encouraging students to evaluate their own work, providing continuous support, and creating a cooperative, non-coercive learning climate.
In William Glasser's Quality School model, lead-teachers foster cooperative, non-coercive environments by encouraging self-evaluation and providing supportive guidance. Lead-management avoids authoritarian coercion, inspiring internal motivation and high-quality student work through mutual respect and personal responsibility.

157. (D) Single-desk rows facing forward with maximum uniform distance between desks.
Standardized individual testing requires forward-facing single-desk rows arranged with uniform spacing. This physical layout minimizes visual distractions, prevents academic dishonesty, provides clear teacher sightlines, and maintains focus during high-stakes assessments.

158. (A) To provide a safe, non-punitive designated space equipped with self-regulation tools where students can manage heightened emotional state before returning to instruction.
A cool-down corner provides a safe, non-punitive space with self-regulation tools where students can manage heightened emotions. Offering sensory and emotional regulation tools allows learners to reset independently before returning smoothly to academic instruction.

159. (B) A mistaken goal of Power or Display of Inadequacy, requiring targeted encouragement, offering limited choices, and building self-efficacy.
Passive defiance often stems from mistaken goals of power or displays of inadequacy. Feeling discouraged, students use non-compliance to

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behavioral self-regulation develops through direct instruction, practice, and continuous environmental cues. Prominent visual reminders establish clear expectations and help build strong procedural habits.

181. (D) They prioritize active listening, equal speaking opportunity (via a talking piece), mutual respect, and collaborative problem-solving.
Restorative circles emphasize active listening, equal speaking opportunities through talking pieces, mutual respect, and collaborative problem-solving. Creating a structured, democratic space allows participants to resolve conflicts, restore trust, and repair community relationships constructively.

182. (A) Chronic, persistent low-level classroom disruptions and power struggles coupled with low perceived administrative support.
Chronic low-level classroom disruptions and unaddressed power struggles, combined with low administrative support, are leading drivers of teacher burnout. Persistent operational stress drains emotional energy, highlighting the need for proactive management structures and supportive leadership.

183. (A) I, II, III, IV
Conducting a Functional Behavior Assessment follows a logical progression: operationally defining the target behavior, gathering observational ABC baseline data, formulating a functional hypothesis, and designing a targeted Behavior Intervention Plan. This systematic evaluation ensures precise behavioral support.

184. (B) Allowing access to a high-frequency/preferred activity (e.g., 5 minutes of educational gaming) contingent on completing a low-frequency/less-preferred activity (e.g., math worksheet).
A Premack-based reinforcer grants access to a high-frequency, preferred activity contingent upon completing a low-frequency, less-preferred task. Pairing desired activities directly with required tasks motivates student effort and strengthens positive work habits.

185. (C) Loss of teacher credibility, increased student testing of boundaries, and erosion of classroom authority.
Issuing public threats that are never enforced erodes teacher credibility, encourages boundary testing, and weakens classroom authority. Effective behavioral management relies on consistent, calm, and predictable enforcement of established consequences.

186. (D) Having designated row leaders collect sheets systematically or placing turn-in trays near exit doors for structured deposition.
Managing assignment collection efficiently requires using designated row leaders or structured turn-in trays near exit doors. Automated collection procedures prevent crowded rushes, lower noise levels, and save valuable instructional time during activity shifts.

187. (A) The subset of allocated time during which students are actively paying attention, responding, writing, or interacting with instructional materials.
Engaged time represents the portion of allocated time during which students actively focus, process content, and complete tasks. Maximizing engaged time through smooth pacing and clear routines directly enhances student learning outcomes.

188. (B) Ensuring wide, unobstructed walkways between student desk clusters and main teaching areas to prevent physical collisions.
Designing wide, unobstructed walkways between desk clusters serves as a proactive spatial strategy. Clear paths reduce accidental physical collisions, lower distraction levels, and enable rapid teacher movement for proximity control and active supervision.

189. (C) Non-verbal proximity control combined with instructional smoothness and continuity.
Moving toward chatting students while continuing a lecture without interruption demonstrates non-verbal proximity control and instructional smoothness. Quiet spatial movement redirects off-task behavior silently, preserving lesson pacing and student dignity.

190. (A) Both A and R are true and R is the correct explanation of A
Positive reinforcement must be delivered immediately and consistently during initial behavior acquisition to establish a clear temporal link between action and consequence. Immediate feedback accelerates conditioning and reinforces target habits effectively.

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unmonitored dead-time prone to behavioral disruption.
Flip-flopping creates operational confusion, disrupts cognitive focus, and produces unmonitored dead time prone to misbehavior. Maintaining consistent instructional direction avoids erratic transitions and preserves lesson pacing.

234. (C) A logical, direct consequence aligned with safety standards.
Directing a student to pause lab work until safety goggles are worn represents a logical consequence aligned with safety protocols. Connecting consequences directly to safety rules protects physical well-being and reinforces lab compliance.

235. (A) Both A and R are true and R is the correct explanation of A
Restorative peer-mediation programs reduce repeat suspensions by empowering student leaders to facilitate conflict resolution dialogues. Peer mediation encourages self-governance, active listening, and personal accountability, improving school climate and social trust.

236. (D) Granting 5 minutes of free activity time at the end of class when students complete their group task quietly and on time.
Granting free activity time following quiet, timely task completion illustrates positive reinforcement. Delivering valued privileges after desirable actions increases the likelihood that students will repeat those positive behaviors in future lessons.

237. (A) I, II and III only
Anti-bullying protocols mandate confidential reporting channels, prompt complaint reviews, and targeted support for victims along with perpetrator counseling. Mandatory physical punishment is illegal, harmful, and strictly prohibited by legal child protection standards.

238. (A) Either lesson behavior (excessive scolding long after the infraction stopped) or lesson content (spending unnecessary time on simple concepts).
Overdwelling occurs when an educator spends excessive time scolding misbehavior long after it stopped or over-explaining basic concepts. Overdwelling slows pacing, breeds student frustration, and leads to disengagement.

239. (B) Assessing the socio-emotional dynamics, teacher-student relationships, inclusivity, and spatial efficiency of the learning environment.
Classroom climate mapping assesses socio-emotional dynamics, teacher-student rapport, inclusivity, and physical spatial arrangements. Evaluating these factors helps supervisors identify areas for professional growth and cultivate safe, supportive learning environments.

240. (C) Tiered Assignments – providing tasks at varying levels of complexity tailored to students' current skill readiness while addressing identical core learning goals.
Tiered assignments provide learning tasks adjusted to varied complexity levels based on student readiness while addressing shared core goals. Differentiating complexity prevents frustration and boredom, maintaining high academic engagement across diverse student populations.

241. (D) Differentiated procedural scaffolding for inclusive learning.
Providing visual checklists alongside step-by-step verbal prompts represents differentiated procedural scaffolding for inclusive education. Tailoring instructions supports cognitive processing, builds student independence, and ensures equal task access for learners with special needs.

242. (A) Differential Reinforcement of Incompatible Behavior (DRI)
Differential Reinforcement of Incompatible Behavior reinforces actions that physically prevent the execution of unwanted target behaviors. Rewarding incompatible positive habits systematically replaces misbehavior without relying on punitive sanctions.

243. (C) They create dead-time during which student focus vanishes and disruptive behaviors frequently emerge.
In Kounin's framework, dangles create unmonitored dead time that destroys student focus and invites behavioral disruptions. Leaving tasks hanging mid-instruction breaks momentum, emphasizing the need for continuous lesson flow.

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244. (A) I, II and III only
Professional development workshops, clear school-wide behavioral expectations, and low-key interventions represent effective administrative

communication satisfies developmental needs for dignity, fostering positive teacher-student relationships.

202. (C) To lower emotional arousal, reduce perceived threat, preserve the student's dignity, and restore rational problem-solving.
De-escalation language lowers emotional arousal, reduces perceived threats, preserves student dignity, and restores rational problem-solving. Calm, respectful communication de-escalates tense confrontations and opens paths toward constructive resolution.

203. (A) I, II and III only
Inclusive classroom management incorporates Universal Design for Learning principles, flexible grouping, and accessible materials. Focusing exclusively on top performers isolates struggling learners and violates principles of equitable, inclusive educational practice.

204. (D) Abruptly ending an instructional activity, moving to another task, and completely forgetting to return to the original activity.
In Jacob Kounin's analysis, truncation occurs when a teacher abruptly ends an instructional activity to start another task, completely forgetting to return to the original lesson. Truncation breaks instructional continuity, confuses students, and disrupts lesson pacing.

205. (A) Individualized Functional Behavior Assessment (FBA) leading to a multi-systemic Wraparound Plan and targeted multi-agency support.
Tier 3 interventions in PBIS provide intensive individual support through Functional Behavior Assessments, individualized behavior plans, and multi-agency support. Specialized strategies target severe, persistent behaviors that do not respond to Tier 1 or Tier 2 supports.

206. (B) Group Focus and Spatial Monitoring (Withitness)
Spending twenty minutes helping a single student while thirty-five peers disengage represents a breakdown in group focus and spatial monitoring. Teachers must maintain class awareness and scan the room continuously, balancing individual help with overall classroom supervision.

207. (C) An interdependent group contingency where the class is divided into teams, and teams receive points/penalties for following or violating clearly defined rules, competing for privileges.
The Good Behavior Game is an interdependent group contingency where student teams earn rewards for adhering to behavioral rules. Team competition fosters positive peer reinforcement, group accountability, and reduced classroom disruptions.

208. (D) An outcome that occurs automatically as a direct physical or logical result of a child's action without any adult intervention (e.g., forgetting lunch means being hungry).
A natural consequence occurs automatically as a direct outcome of a student's behavior without adult intervention. Experiencing natural outcomes provides unmediated feedback, helping students connect personal choices directly to real-world results.

209. (A) Logical Consequences and Environment Restoration without emotional shaming.
Directing a student to clean accidentally spilled paint demonstrates environmental restoration through logical consequences. Connecting the remedy directly to the action instills personal accountability and practical skills while avoiding shaming or arbitrary punishment.

210. (A) Both A and R are true and R is the correct explanation of A
Maintaining a high ratio of positive interactions to negative corrections fosters psychological safety, strengthens rapport, and enhances engagement. Frequent positive feedback creates a supportive climate where students feel valued, reducing behavioral friction and promoting task focus.

211. (B) Scattering struggling students randomly throughout a noisy room while the teacher stands in the middle shouting directions.
Scattering struggling students randomly while shouting directions from the center is ineffective for differentiated instruction. Small-group support requires structured seating, clear line-of-sight for monitoring, and organized quiet-work activities for independent learners.

212. (C) Explicitly teaching self-awareness, self-management, social awareness, relationship

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skills, and responsible decision-making to build baseline behavioral competence.
Integrating Social-Emotional Learning explicitly teaches self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Developing these core competencies equips students to navigate interpersonal dynamics, regulate emotions, and maintain positive conduct.

213. (A) I, II and III only
Starting promptly, pre-sorting materials, and executing smooth transitions maximize Academic Learning Time. Misplacing lesson notes creates dead time, disrupts instructional pacing, and leads to student disengagement and behavioral issues.

214. (D) When a teacher is easily distracted from the main instructional topic by an irrelevant external stimulus (e.g., looking out the window at a passing bird) and pulls the class off-topic.
Stimulus-bound movement occurs when an educator is easily distracted by an irrelevant external event, pulling the entire class off-topic. Giving in to minor distractions breaks lesson flow, wastes instructional time, and degrades overall classroom management.

215. (A) Guiding students through a structured problem-solving dialogue: "What happened? Who was affected? What needs to be done to make things right?"
Handling peer conflicts restoratively involves structured problem-solving dialogue focusing on actions, impact, and remedies. Guided reflection helps students understand consequences, repair interpersonal harm, and build prosocial conflict resolution skills.

216. (B) Ensuring rapid, calm, orderly execution of pre-practiced evacuation routes and roll-call procedures to maintain safety and account for every child.
Emergency management protocols ensure rapid, calm, and orderly execution of pre-practiced evacuation routes and roll-call accounting. Structured emergency routines protect student safety and maintain administrative control during unexpected crises.

217. (A) Formal assessments evaluate academic curriculum content mastery, whereas behavioral baseline data measures the frequency, duration, or intensity of target behaviors.
Formal academic assessments measure curriculum content mastery, whereas behavioral baseline data measures the frequency, duration, or intensity of specific target behaviors. Behavioral data collection provides objective evidence to inform targeted behavior plans.

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218. (C) Touch/Proximity Cueing integrated into ongoing instruction.
Gently touching a desk corner while maintaining lecture flow is an example of non-verbal proximity cueing. Low-profile physical cues redirect minor off-task behavior silently, preserving lesson continuity and student dignity without public confrontation.

219. (A) Both A and R are true and R is the correct explanation of A
Preventive discipline yields higher instructional returns than corrective discipline because it maintains continuous student engagement before disruptions occur. Proactively organizing environments and routines pre-empts off-task behavior, saving instructional time lost to reactive interventions.

220. (D) Maintaining a calm vocal cadence, reducing visual/auditory stimulation, providing reassuring presence, and guiding deep breathing techniques.
Co-regulating during emotional overload requires a calm voice, reduced sensory stimuli, reassuring presence, and breathing prompts. Supportive co-regulation helps students de-escalate heightened arousal and regain emotional balance safely.

221. (A) I, II and III only
Managing large classes effectively requires color-coded group organization, peer leaders for material handling, and visual attention signals. Attempting complex individual grading while lecturing simultaneously breaks instructional focus and leads to classroom chaos.

222. (B) Revenge Seeking
In Rudolf Dreikurs' model, behavior aimed at inflicting emotional or physical pain stems from revenge seeking. Feeling deeply hurt and unappreciated, discouraged students seek retaliation. Educators must avoid harsh punishment, build private rapport, and validate feelings to break revenge cycles.

223. (C) To reduce the frequency of a behavior that is acceptable in moderation (e.g., asking for help) but disruptive when done excessively.
Differential Reinforcement of Low Rates of Behavior targets actions that are acceptable in moderation but disruptive when excessive. Rewarding lower frequencies of the behavior helps students manage actions, like hand-raising, appropriately without eliminating them completely.

224. (D) It is strictly illegal under statutory child protection legislation and national child rights guidelines.
Corporal punishment is strictly illegal under statutory child protection laws and educational regulations. Legal frameworks prohibit physical violence and mental harassment in schools, requiring positive discipline models that uphold student dignity and safety.

225. (A) A learning environment where students feel safe to take academic risks, ask questions, make mistakes, and express ideas without fear of ridicule or harsh punishment.
Psychological safety describes an environment where students feel secure taking academic risks, asking questions, and making mistakes without fear of ridicule. Establishing psychological safety promotes active participation, resilience, and socio-emotional growth.

226. (B) Gamified transition routines fostering collective responsibility and environmental care.
Implementing a timed clean-up routine using music represents a gamified transition strategy. Structuring clean-up activities turns basic chores into engaging team efforts, fostering student responsibility and keeping environment management orderly.

227. (A) Both A and R are true and R is the correct explanation of A
Establishing strong home-school communication enhances discipline by aligning behavioral expectations across environments. Consistent collaboration between parents and teachers reinforces positive habits, enables early interventions, and supports holistic student self-regulation.

228. (B) Rolling eyes, sighing dramatically, and throwing chalk at students in frustration.
Eye-rolling, dramatic sighing, and throwing chalk represent hostile, ineffective non-verbal reactions. Expressing frustration aggressively damages student-teacher rapport, models poor emotional control, and creates hostile classroom dynamics.

229. (A) I, II and III only
Supervisory evaluations focus on instructional pacing, clear routines, equitable engagement, and positive reinforcement. Injecting personal political views into instruction is inappropriate and irrelevant to measuring effective classroom management performance.

230. (C) The baseline classroom environment from which the student is removed must be genuinely reinforcing, and the time-out setting must be safe, neutral, and low-stimulation.
Time-out from positive reinforcement requires that the primary classroom setting be genuinely reinforcing and the time-out location safe, neutral, and low-stimulation. Removing reinforcement briefly interrupts unwanted actions without relying on scary or punitive environments.

231. (D) Picture Activity Schedules (visual timetables) clearly illustrating daily routines and activity transitions.
Picture activity schedules provide visual supports that clearly outline daily sequences and transitions. Visual timetables lower anxiety, assist processing for young or CWSN learners, and support independent movement between routines.

232. (A) A pre-determined, ordered list of escalating, fair consequences for rule violations, clearly communicated to students in advance.
In Lee Canter's Assertive Discipline model, a discipline hierarchy is a pre-determined, sequential list of fair consequences for rule violations. Communicating consequences transparently ensures consistent enforcement, eliminates arbitrary penalties, and helps students understand choices.

233. (B) It confuses students, disrupts cognitive processing of the main topic, and creates

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191. (D) It requires creating or maintaining an unpleasant/aversive condition that is removed only when desired behavior occurs, which can elevate baseline environmental stress.
Relying exclusively on negative reinforcement requires maintaining an unpleasant condition until desired behavior occurs. Constant exposure to aversive settings elevates baseline stress and anxiety, potentially harming classroom climate and student wellbeing.

192. (A) Positive Behavioral Interventions and Supports (PBIS) – Multi-tiered framework for behavioral prevention and support.
Positive Behavioral Interventions and Supports is a multi-tiered framework designed for behavioral prevention, data-driven decisions, and targeted support. Structuring interventions across universal, targeted, and intensive tiers promotes prosocial student behavior school-wide.

193. (B) Continuous scanning, moving throughout the spatial environment, and engaging in brief positive interactions while monitoring safety and task focus.
Active supervision during unstructured times involves continuous scanning, moving dynamic across spaces, and engaging in brief positive interactions. Active spatial monitoring deters misbehavior, maintains safety, and reinforces positive social conduct.

194. (A) I, II and III only
Effective transitions require clear visual or auditory signals, explicit sequential instructions, and explicit timeframes. Leaving classrooms unmonitored during transitions leads to loss of focus, operational confusion, and increased behavioral disruptions.

195. (B) Positive climate, teacher sensitivity, and regard for student perspectives.
Evaluating teacher emotional support focuses on positive climate, teacher sensitivity, and regard for student perspectives. Warm, responsive teacher-student interactions build psychological safety, emotional security, and positive academic self-efficacy.

196. (C) A procedure where students independently track, observe, and record their own target behaviors on a daily tracking sheet.
Self-monitoring involves students independently tracking, observing, and recording their own target behaviors using self-assessment charts. This metacognitive strategy builds internal self-regulation, personal accountability, and sustained task focus while reducing reliance on teacher corrections.

197. (D) Extinction – Giving a chocolate bar every time a child throws a temper tantrum.
Providing a chocolate bar during a temper tantrum represents positive reinforcement of undesirable behavior, not extinction. Extinction requires withholding reinforcers to reduce behavior. Rewarding tantrums increases their frequency, worsening the disruption.

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198. (D) Teacher techniques used to keep all students attentive and on guard, such as posing a question before calling a name, or asking peers to verify answers.
Group alerting encompasses techniques that maintain total class focus during instruction, such as posing questions to the room before selecting a respondent. Keeping students alert ensures mental engagement, minimizes downtime, and supports active learning.

199. (A) Spatial structural design combined with intermittent positive reinforcement to enforce digital task focus.
Angling computer monitors toward aisles paired with spot-checks and bonus points combines spatial structural design with intermittent positive reinforcement. Physical visibility and targeted rewards effectively maintain digital task focus during computer lab sessions.

200. (A) Both A and R are true and R is the correct explanation of A
Purely punitive responses to bullying often fail because they ignore underlying social dynamics, empathy deficits, and peer pressures. Exclusionary discipline can drive bullying hidden without teaching prosocial behaviors. Sustainable prevention requires restorative dialogue, skill building, and active supervision.

201. (B) Treating them with genuine respect, acknowledging their increasing autonomy, listening actively without premature judgment, and maintaining consistent fairness.
Building rapport with adolescent students requires treating them with genuine respect, recognizing their autonomy, listening actively, and applying consistent fairness. Respectful

practices. Suspending students for single minor infractions like speaking once is excessive, highly disruptive, and counterproductive to student growth.

245. (A) Both A and R are true and R is the correct explanation of A
Self-monitoring strategies empower students to take ownership of their conduct while reducing teacher intervention time. Tracking actions against benchmarks builds metacognitive self-awareness, helping students identify off-task habits and develop self-regulation independently.

246. (D) To redirect off-task behavior non-verbally while preserving instructional momentum and student dignity.
The primary goal of proximity control is to quietly redirect off-task behavior non-verbally while preserving instructional flow and student dignity. Moving physical presence closer reminds students of expectations without triggering public confrontations.

247. (A) An unpleasant, undesirable condition or stimulus that an organism seeks to avoid or escape from (e.g., loud harsh shouting, physical pain).
An aversive stimulus represents an unpleasant condition or event that an individual seeks to avoid or escape, such as harsh shouting or physical pain. In behavior management, relying on aversive stimuli increases environmental anxiety and undermines positive learning conditions.

248. (B) It allows all students to have direct visual eye contact with both the teacher and their peers, fostering open dialogue and active participation.
The primary structural advantage of a U-shaped desk configuration is providing direct eye contact between all students and the educator. Open sightlines foster whole-group interaction, collaborative dialogue, and active participation during class discussions.

249. (A) Restorative practice replaces student personal responsibility with complete immunity from any accountability.
The assertion that restorative practice grants immunity from accountability is incorrect. Restorative practice emphasizes high personal accountability, requiring offenders to acknowledge the impact of their choices, engage in dialogue, and actively repair harm done to others.

250. (D) Prioritizing immediate safety, applying logical consequences, and implementing proactive contract interventions.
Ensuring safety, utilizing separate reflection, applying logical environmental restoration, and establishing safety contracts demonstrates masterly classroom management. Prioritizing immediate safety while incorporating restorative consequences maintains lab standards and teaches responsibility.

251. (D) I, II, III and IV
Establishing effective classroom rules requires co-constructing expectations with students, using positive actionable language, limiting core rules to four to six items, and ensuring alignment with institutional mandates. Combining these elements builds shared ownership, clear standards, and consistent compliance.

252. (A) Both A and R are true and R is the correct explanation of A
Withitness prevents minor off-task behavior from escalating into major disruptions. Educators who demonstrate withitness spot misbehavior early and address correct targets promptly, stopping disruptions from spreading to peers through the ripple effect.

253. (A) I, II and III only
Effective center transitions utilize advance time warnings, auditory signals, and explicit movement directions for each group. Allowing unorganized, simultaneous movement creates physical congestion, chaos, and operational noise across learning centers.

254. (D) Direct the teacher to differentiate the assignment by providing scaffolded problem sets and guided practice before independent seatwork.
Addressing chatter caused by task frustration requires differentiating assignments through scaffolded practice and clear guidance before independent seatwork. Matching task difficulty to skill levels eliminates frustration-induced off-task actions and supports student mastery.

255. (A) I, II and III only
Thrusts, flip-flops, and dangles accurately represent Jacob Kounin's movement disruption constructs. Satiation refers to student boredom

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support, and positive reinforcement for task initiation. Targeted skill support resolves the root cause of misbehavior without public embarrassment.

280. (B) Using explicit visual timers, pre-practiced transition songs or signals, and reinforcing fastest quiet groups.
Transitioning between primary stations is best managed using visual timers, structured transition signals, and positive reinforcement for orderly movement. Clear routines build procedural habits, reduce noise, and preserve instructional time.

281. (A) I, II and III only
Statutory child protection laws, the Juvenile Justice Act, and NCPCR guidelines ban physical punishment and mental harassment. SMC votes cannot legalise corporal punishment; physical discipline remains illegal across all educational settings.

282. (A) Both A and R are true and R is the correct explanation of A
Proactive classroom management reduces high-intensity behavioral crises by eliminating environmental triggers for frustration and defiance. Structuring physical space, establishing clear routines, building positive climate, and differentiating tasks maintain continuous engagement and prevent disruptions.

283. (C) Straight single-desk parallel rows with clear straight walkways.
Arranging single desks in parallel rows with clear walkways provides optimal spatial efficiency and supervision during formal standardized testing. Linear layouts prevent cheating, provide unobstructed teacher sightlines, and minimize student distractions.

284. (D) Conducting digital citizenship workshops, integrating cyber-ethics into value education, re-establishing safe group work norms, and providing counseling support.
Addressing cyberbullying that spills into class requires digital citizenship education, cyber-ethics integration, structured group work norms, and counseling support. Comprehensive digital safety initiatives address root causes and restore a respectful, safe classroom climate.

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285. (A) I, II and III only
Low-key interventions for minor off-task behavior include eye contact, proximity control, and weaving student names into ongoing lectures. Stopping class to scold publicly disrupts lesson momentum, elevates classroom tension, and provokes student defensiveness.

286. (B) To evaluate instructional pacing, physical layout safety, routine efficiency, climate warmth, and disciplinary fairness to support continuous teacher professional development.
Classroom management audits systematically evaluate instructional pacing, physical safety, routine efficiency, climate warmth, and disciplinary fairness. Objective feedback supports professional growth, optimizes operational efficiency, and enhances school-wide learning environments.

287. (A) Both A and R are true and R is the correct explanation of A
Inclusive settings require multi-tiered behavioral frameworks like PBIS rather than rigid, one-size-fits-all disciplinary models. Universal punitive rules disadvantage neurodiverse students with ADHD or Autism who need targeted skill-building accommodations rather than retributive sanctions.

288. (C) Posing a thought-provoking question to the entire class, pausing to allow processing time, and then selecting a respondent at random.
Managing group focus during recitations involves posing questions to the whole class, pausing for wait time, and selecting respondents randomly. Broad questioning ensures active processing across all learners, maintaining high engagement during whole-group instruction.

289. (D) Transition the child calmly to a low-stimulation sensory cool-down area, reduce auditory overload, and use calm visual prompts to support self-regulation.
Managing sensory overload in students with Autism Spectrum Disorder requires immediate transition to a low-stimulation cool-down area, reducing sensory inputs, and using calm visual prompts. Empathetic co-regulation lowers distress and supports behavioral self-regulation.

290. (A) I, II and III only
William Glasser's Choice Theory states behavior satisfies internal basic needs, boss-management

approaches foster fair treatment and supportive school environments.

268. (A) I, II and III only
Effective closure routines include Exit Tickets, homework reminders, and signal-based row dismissal. Leaving early while shouting instructions creates chaos, breaks procedural order, and wastes opportunities to assess student understanding.

269. (D) Immediate classroom safety, containment, preservation of class instruction, and de-escalation.
Halting instruction, stepping between throwing students, assigning independent work, and moving to a reflection space prioritizes immediate safety, containment, and de-escalation. Preserving class focus protects student safety while managing behavioral crises.

270. (D) Making a student stand under direct sunlight on hot concrete ground for missing a homework assignment.
Making a student stand under direct sunlight as punishment violates statutory child safety mandates and protection laws prohibiting corporal punishment and physical cruelty. Educators must rely on positive discipline and logical consequences that respect student safety.

271. (A) I, II and III only
Dreikurs' model emphasizes belonging, identifies four mistaken goals (attention, power, revenge, inadequacy), and promotes natural and logical consequences. Viewing behavior as involuntary spinal reflexes reflects physical physiology rather than Adlerian social discipline.

272. (A) Both A and R are true and R is the correct explanation of A
Clear walkways and unobstructed sightlines reduce management friction by enabling rapid teacher movement for proximity control and continuous visual monitoring. Thoughtful spatial layout supports active supervision across the learning space.

273. (D) Remaining calm, refusing to argue publicly, offering a private controlled choice, and deferring detailed discussion to a post-lesson setting.
De-escalating a public power struggle requires remaining calm, avoiding arguments, offering private controlled choices, and deferring discussions until after class. De-escalating privately preserves educator authority, protects student dignity, and avoids public disruptions.

274. (B) Streamlining operational routines by placing pre-sorted equipment bins at each table cluster to eliminate dead-time and preserve engaged learning time.
Feedback for prolonged individual equipment distribution should focus on streamlining routines, such as placing pre-sorted bins at table clusters. Automated distribution eliminates dead time, maintains lesson pacing, and preserves engaged learning time.

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275. (C) Moving the student's desk away from the window facing direct visual line of sight.
Moving a distracted student's desk away from window traffic serves as a proactive antecedent modification. Altering physical placement eliminates visual triggers, helping easily distracted learners sustain focus on instruction.

276. (A) I, II and III only
Teacher Effectiveness Training highlights non-blaming I-messages, empathetic active listening, and no-lose conflict resolution. Encouraging physical penalties violates TET principles, which reject coercive power in favor of mutual respect and problem-solving.

277. (A) Both A and R are true and R is the correct explanation of A
Exit tickets support classroom management and formative assessment by structuring smooth lesson closure while gathering data on student concept mastery. Immediate feedback informs subsequent instructional pacing and identifies targeted re-teaching needs.

278. (C) Inflation of token values unpredictably every hour based on teacher mood.
Unpredictably changing token values based on teacher mood represents an incorrect application of token economies. Token systems require consistent exchange rates, clear targets, and predictable backup reinforcers to establish trust and shape desired behaviors.

279. (D) Provide discreet reading accommodations and targeted remedial literacy support while establishing positive reinforcement for quiet task initiation.
Addressing task-avoidant defiance rooted in reading deficits requires providing discreet reading accommodations, remedial literacy

caused by prolonged repetitive activities, not the continuous introduction of fresh dynamic media.

256. (D) Establishing a structured Restorative Reflection Plan combined with targeted counseling and behavioral skill-building sessions.
Restorative reflection plans combined with targeted counseling provide an ethical alternative to suspension for chronic non-compliance. Skill-building sessions address behavioral root causes, repair relationships, and build self-regulation while keeping students connected to education.

257. (A) Both A and R are true and R is the correct explanation of A
Cooperative learning models require explicit teaching of social and group management skills prior to task execution. Without direct instruction in listening, turn-taking, and role division, group work can devolve into noise and unequal participation.

258. (A) I, II and IV only
Lee Canter's Assertive Discipline asserts rights to teach and learn, establishes firm boundaries with consistent non-hostile consequences, and incorporates positive reinforcement plans. Assertive discipline avoids explosive outbursts, prioritizing calm, predictable enforcement.

259. (C) De-escalation, restorative problem-solving, and socio-emotional skill integration during co-curricular management.
Managing outdoor physical education altercations through cool-down sessions and restorative reflection sheets demonstrates effective de-escalation and socio-emotional skill integration. Guided reflection teaches sportsmanship and self-regulation without resorting to punitive shaming.

260. (D) Seating near the front/center close to the teacher, away from high-distraction zones (doors, windows), and providing flexible sensory seating options.
Seating students with ADHD near the front-center away from doors and windows minimizes visual and auditory distractions. Pairing front seating with flexible sensory accommodations helps channel physical energy and improves sustained task focus.

261. (A) I, II and III only
Functional Behavior Assessments involve identifying antecedents, operationally defining target behaviors, and evaluating maintaining consequences. FBAs focus on environmental factors to design interventions; levying monetary fines is punitive and inappropriate.

262. (A) Both A and R are true and R is the correct explanation of A
Non-verbal cues are highly effective for routine management in large classrooms because they preserve lesson flow, prevent vocal strain, and avoid giving off-task students public verbal attention. Silent prompts maintain focus without interrupting instruction.

263. (A) I, II and IV only
High expectations, culturally responsive teaching, and process-focused positive feedback create an equitable classroom climate. Publicly ranking test scores induces shame and anxiety, damaging psychological safety and hurting student self-esteem.

264. (A) Operant conditioning using Response Cost contingency within a token economy framework.
Deducting earned internet privileges for unauthorized gaming applies a response cost contingency within a token economy framework. Systematically removing earned rewards following off-task actions decreases unwanted behaviors and enforces digital learning expectations.

265. (B) Satiation – Sustaining high student engagement by changing activities every 30 seconds perpetually.
Defining satiation as sustaining high engagement through rapid activity shifts is incorrect. Satiation refers to student boredom and loss of focus caused by overexposure to prolonged, repetitive tasks beyond their instructional utility.

266. (A) I, II and III only
Allocated time, engaged time, and academic learning time are recognized dimensions of instructional time research. Penalty time involving after-school punishment is not a recognized dimension of academic time allocation models.

267. (A) Both A and R are true and R is the correct explanation of A
Restorative discipline practices reduce discipline disparities among marginalized student groups by replacing subjective punitive exclusions with transparent dialogue, relationship building, and equitable problem-solving. Restorative

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creates resistance, and lead-teachers foster non-coercive self-evaluation. Choice Theory rejects physical punishment, advocating non-coercive environments that satisfy psychological needs.

291. (C) Varying instructional modalities (e.g., alternating direct instruction, group work, individual practice, and dynamic media) every 15–20 minutes.
Preventing satiation during long block-scheduled periods requires varying instructional modalities every 15–20 minutes. Alternating between direct instruction, group work, and independent practice sustains student interest, maintains pacing, and prevents fatigue-induced off-task behavior.

292. (B) Increasing the frequency of a desirable target behavior that currently occurs too infrequently (e.g., student participation in class discussions).
Differential Reinforcement of High Rates of Behavior aims to increase the frequency of desirable actions that occur too infrequently, such as voluntary participation. Rewarding higher rates of constructive actions systematically builds positive classroom habits.

293. (D) William Glasser – Operant Conditioning and Token Economies
Pairing William Glasser with operant conditioning and token economies is an incorrect match. Glasser developed Choice Theory and Quality Schools, whereas operant conditioning and token economy frameworks originate from B.F. Skinner's behavioral research.

294. (C) Connect Priya with school socio-emotional support services, establish an adjusted entry reflection routine, and provide missed notes without public humiliation.
Supporting a student facing chronic morning tardiness due to home responsibilities requires connecting them with support services, establishing an adjusted entry routine, and ensuring missed notes are provided. Empathetic accommodations address real-life challenges while maintaining academic engagement and dignity.

295. (A) Both A and R are true and R is the correct explanation of A
Effective lesson time management directly improves academic achievement. Streamlined routines and smooth transitions maximize the conversion of allocated time into active engaged time and academic learning time, enhancing student learning and task focus.

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296. (A) I, II and III only
Preventive discipline involves pre-empting environmental distractions, establishing operational routines, and delivering engaging, appropriately paced tasks. Waiting for misbehavior before planning responses represents reactive discipline, which causes unnecessary instructional delays and disruptions.

297. (C) Resolving interpersonal conflicts, addressing group tensions, and restoring community trust through structured, facilitated dialogue following a disruptive event.
De-escalation circles in restorative discipline resolve interpersonal conflicts, address group tensions, and rebuild community trust following disruptions. Guided dialogue enables participants to understand harm, take personal accountability, and repair damaged relationships constructively.

298. (D) Maintaining upright, open body posture, moving naturally around the learning space, and using direct, warm eye contact and natural hand gestures.
Communicating warmth, accessibility, and strong authority requires an upright open posture, natural spatial movement, warm eye contact, and expressive gestures. Positive non-verbal presence establishes teacher presence, fosters psychological safety, and maintains active student engagement.

299. (B) Highly effective active learning environment with high engagement and self-regulated group dynamics.
Observing high levels of productive academic noise during group work reflects an effective active learning climate. Collaborative problem-solving combined with dynamic teacher circulation demonstrates self-regulated group engagement and successful learning management.

300. (A) Creating an inclusive, physically and psychologically safe, procedurally structured, and highly engaging learning environment that fosters student self-regulation, socio-emotional development, and academic success.
Modern research-based classroom management seeks to build inclusive, safe, procedurally

action should the principal take to enforce true inclusion?
(A) Support the existing referral practice as it makes routine regular classroom management significantly easier for general education teachers
(B) Direct that resource room support be restricted to targeted pull-out or push-in sessions, keeping CWSN in regular classrooms
(C) Close the resource room facility permanently and immediately terminate the employment contract of the special educator
(D) Transfer all enrolled CWSN students to nearby specialized separate schools catering exclusively to specific disability categories

53. The social model of disability asserts that 'disability' is caused by:
(A) Organic brain damage or severe congenital physical anomalies existing exclusively within the individual person
(B) Unfavorable societal attitudes, inaccessible architectural structures, and inflexible systemic barriers
(C) Systematic lack of firm parental discipline and behavioral guidance during early child developmental stages
(D) Lower overall government financial investments in public healthcare and clinical rehabilitation infrastructure

54. According to the UN Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory, state parties must ensure an inclusive education system at all levels based on:
(A) Equal opportunity, dignity, and full participation in mainstream society
(B) Categorical educational separation based strictly on standardized individual IQ testing scores
(C) Voluntary legal compliance and discretionary implementation by private non-aided educational institutions only
(D) Mandatory placement in isolated vocational workshops without offering formal academic certification pathways

55. Under the RPwD Act, 2016, which of the following chronic neurological conditions was explicitly included for the first time?
(A) Poliomyelitis
(B) Multiple Sclerosis
(C) Tuberculosis
(D) Astigmatism

56. Which term describes a condition characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior (everyday social and practical skills)?
(A) Specific Learning Disability
(B) Attention Deficit Hyperactivity Disorder
(C) Emotional and Behavioral Disorder
(D) Intellectual Disability

57. Cerebral Palsy is defined under the RPwD Act, 2016 as a non-progressive group of neurological conditions affecting:
(A) Body movement and muscle coordination caused by damage to the developing brain
(B) Hearing and language comprehension
(C) Retinal light sensitivity leading to blindness
(D) Blood clotting mechanisms causing internal hemorrhage

58. Chronic Neurological Conditions under the RPwD Act, 2016 include which of the following?
(A) Thalassemia and Haemophilia
(B) Autism Spectrum Disorder and Dyslexia
(C) Leprosy Cured Person and Dwarfism
(D) Parkinson's Disease and Multiple Sclerosis

59. Which blood disorder is listed as a disability under the RPwD Act, 2016?
(A) Leukemia
(B) Thalassemia
(C) Hypertension
(D) Anemia

60. The primary purpose of conducting a functional assessment for a child with disability in a school setup is to evaluate:
(A) Intelligence quotient (IQ) score for standard competitive academic ranking and section placement
(B) Complete family medical history and detailed socio-economic background standing in the community
(C) Formal medical eligibility for receiving monthly government disability pension financial funds
(D) The child's daily practical capabilities, learning strengths, and specific environmental accommodation needs

61. In an Individualized Education Plan (IEP), baseline assessment data is critical because it:
(A) Establishes the student's current

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CHAPTER 07

Inclusive Education and Diverse Learners

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1. Inclusive education as conceptualized in the National Education Policy 2020 and international frameworks is best defined as an educational approach that:
(A) Enrolls children with special needs in separate specialized institutions until they achieve grade-level competencies
(B) Restructures school systems, cultures, and pedagogical practices to accommodate the diverse needs of all children without distinction
(C) Admits children with disabilities into general schools while requiring them to adapt to the existing rigid curriculum
(D) Provides financial aid and free textbooks exclusively to socio-economically disadvantaged categories of students

2. Which underlying philosophy forms the primary moral and educational foundation of inclusive education in a democratic society?
(A) Medical model of disability focusing on curing intrinsic deficits
(B) Economic efficiency approach optimizing resource allocation for high achievers
(C) Charity model viewing marginalized children as objects of pity and social welfare
(D) Human rights approach emphasizing equal dignity, non-discrimination, and social justice

3. The principle of Zero Reject under inclusive education frameworks implies that:
(A) No child, regardless of the nature or severity of disability, can be denied admission to a general school
(B) No school administrator can reject a teacher's request for transfer
(C) No student can be failed in annual examinations up to the upper primary stage
(D) No physical infrastructure proposal for barrier-free access can be turned down by the DoE

4. In educational terminology, the core conceptual difference between 'Integration' and 'Inclusion' lies in the fact that:
(A) Integration requires the school system to change, whereas inclusion requires the child to adapt
(B) Integration focuses on special schools, whereas inclusion focuses on home-based education
(C) Integration places the child in regular classrooms with minimal systemic change, whereas inclusion transforms the institutional environment to meet the child's needs
(D) Integration applies to socio-economic status, whereas inclusion applies only to physical disabilities

5. Segregation in an educational context refers to:
(A) Educating children with disabilities in isolated, separate environments apart from mainstream peers
(B) Educating children with special needs alongside non-disabled peers with regular resource room support
(C) Differentiating classroom instruction and pedagogical strategies within a heterogeneous mainstream environment
(D) Grouping students flexibly based on dynamic learning interests and socio-emotional needs for cooperative tasks

6. Under the Rights of Persons with Disabilities (RPwD) Act, 2016, how many specific benchmark condition categories are formally recognized?
(A) 7
(B) 14
(C) 21
(D) 28

7. According to Section 2(r) of the RPwD Act, 2016, a 'person with benchmark disability' means a person with not less than what percentage of a specified disability?
(A) 25%
(B) 30%
(C) 40%

are widely recognized evidence-based methods for supporting students with:
(A) Autism Spectrum Disorder
(B) Specific Learning Disabilities (Dyslexia)
(C) Cerebral Palsy
(D) Hearing Impairment

24. Which classroom characteristic is essential for creating a supportive environment for a student diagnosed with Autism Spectrum Disorder (ASD)?
(A) Unannounced daily modifications in established classroom routines and physical seating arrangements
(B) High sensory environmental stimulation featuring bright flashing lights and loud ambient background audio
(C) Relying exclusively on complex figurative language, subtle sarcasm, and open-ended linguistic idioms
(D) Predictable schedules, structured visual timetables, and clear explicit transitions

25. The TEACCH framework for Autism Spectrum Disorder emphasizes:
(A) Unstructured discovery learning activities conducted within large unguided student peer groups
(B) Implementing strict disciplinary punishment for sensory self-stimulatory repetitive behaviors
(C) Complete avoidance of external visual supports in order to encourage spontaneous verbal recall
(D) Structured teaching, clear physical organization, visual schedules, and visually structured activities

26. Which behavioral management strategy is most effective for supporting a child with Attention Deficit Hyperactivity Disorder (ADHD) in a classroom?
(A) Assigning lengthy, unstructured written research projects with distant submission deadlines
(B) Providing short, structured tasks with immediate positive reinforcement and regular active movement breaks
(C) Making the student sit completely still in physical isolation for extended periods without cognitive engagement
(D) Publicly reprimanding the student in front of peers whenever hyperactive motor behaviors occur

27. Which physical seating arrangement is optimal for a student with ADHD?
(A) Near the teacher's desk, away from high-traffic distractions, flanked by supportive role-model peers
(B) At the very back of the classroom directly adjacent to the noisy window and high-traffic doorway
(C) In an isolated back corner facing the blank wall completely away from all instructional displays
(D) In a large unstructured seating group circle positioned at the rear section of the classroom

28. Consider the following dimensions of Differentiated Instruction as proposed by Carol Ann Tomlinson:
I. Content — What the student needs to learn or how the student will get access to the information.
II. Process — Activities in which the student engages to make sense of or master the content.
III. Product — Culminating projects that enable the student to rehearse, apply, and extend what they have learned.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

29. Differentiated instruction differs fundamentally from tracking or streaming because:
(A) Tracking utilizes flexible, dynamic grouping based on ongoing assessment, whereas differentiation enforces permanent group placement
(B) Differentiation applies exclusively to intellectually gifted students, whereas tracking applies solely to children with special needs
(C) Differentiation mandates the procurement of entirely separate individual textbooks for every single student in the classroom
(D) Differentiation is flexible, learner-centered, and uses proactive continuous assessment, whereas tracking permanently labels students into static ability groups

30. Universal Design for Learning (UDL) is built upon three core pedagogical principles. Which

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speed and spatial reasoning using traditional tactile abacus devices
(B) Developing spatial awareness and independent, safe movement in school and community environments
(C) Improving vocal modulation, articulation efficiency, and public speech delivery skills in social settings
(D) Teaching finger-spelling techniques and gestural modes for sign language communication in group activities

17. Which teaching strategy is most effective when addressing a student with profound hearing loss in an inclusive classroom?
(A) Speaking continuously while facing the blackboard during complex classroom explanations and discussions
(B) Excluding the student from interactive peer group discussions to prevent personal communication frustration
(C) Increasing teacher voice volume to maximum level without incorporating supplementary visual instructional aids
(D) Using clear visual cues, face-to-face articulation, graphic organizers, and subtitled visual media

18. Consider the following pedagogical adaptations for supporting hearing-impaired learners:
I. Seating the student near the teacher with an unobstructed view of the speaker's face.
II. Utilizing Assistive Listening Systems such as FM devices or loop systems.
III. Ensuring maximum visual noise and cluttered displays on the front wall.
IV. Presenting key vocabulary and summary points in written form before oral presentations.
Which of the above adaptations are appropriate?
(A) I and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

19. When teaching students with intellectual disabilities, the instructional technique of 'Task Analysis' involves:
(A) Assigning complex multi-step individual projects without instructional guidance to foster personal self-reliance
(B) Assessing students exclusively using standardized high-stakes written examinations at the end of term
(C) Breaking down a complex skill or learning task into small, sequential, manageable sub-steps
(D) Asking students to memorize definitions through repetitive silent reading and rote repetition exercises

20. Which prompting strategy hierarchy is recommended when introducing a new vocational or daily living skill to a child with intellectual disability?
(A) Independent → Visual → Verbal → Physical
(B) Full Physical → Partial Physical → Modeling → Verbal → Visual → Independent
(C) Verbal → Full Physical → Independent → Visual
(D) Independent → Modeling → Full Physical → Verbal

21. Dyslexia is primarily characterized by persistent difficulties in:
(A) Accurate and fluent word recognition, decoding, and spelling abilities
(B) Fine motor skills and handwriting legibility
(C) Mathematical reasoning and spatial geometry processing
(D) Auditory tone discrimination and pitch control

22. A Grade 6 mathematics teacher reports that a student consistently confuses operational signs (+, -, x, /), struggles to align numbers in vertical columns, and exhibits severe anxiety when performing simple mental calculations. The student shows normal intelligence and good verbal abilities. As Head of Institution, what is your initial assessment advice?
(A) Recommend immediate temporary suspension from mathematics classes until private remedial tutoring is arranged by parents
(B) Direct the student to be formally transferred to a specialized school catering to intellectual disabilities
(C) Instruct the classroom teacher to assign twice as many computational homework drill sheets on a daily basis
(D) Arrange screening for Dyscalculia and advise the teacher to allow grid paper and concrete visual manipulatives

23. The Orton-Gillingham approach and VAKT (Visual-Auditory-Kinesthetic-Tactile) techniques

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structured, and engaging learning environments. Harmonizing physical space, positive routines, differentiated instruction, and supportive relationships fosters student self-regulation, socio-emotional well-being, and continuous academic success.

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of the following is NOT one of the primary principles of UDL?
(A) Providing Multiple Means of Engagement
(B) Providing Multiple Means of Representation
(C) Providing Multiple Means of Standardized High-Stakes Ranking
(D) Providing Multiple Means of Action and Expression

31. Under UDL principles, providing information in various formats (such as text, audio, graphic representations, and hands-on objects) directly addresses the principle of:
(A) Multiple Means of Action and Expression
(B) Multiple Means of Engagement
(C) Multiple Means of Behavior Management
(D) Multiple Means of Representation

32. Which of the following is an example of a 'low-tech' assistive technology tool for CWSN?
(A) High-end eye-tracking speech synthesis software
(B) Refreshable Braille display unit
(C) Digital screen magnifier with speech output
(D) Slanted writing board and pencil grips

33. Augmentative and Alternative Communication (AAC) systems are designed to assist individuals who:
(A) Possess highly advanced verbal communication capabilities but struggle with complex mathematical calculations
(B) Experience severe difficulties in producing or understanding spoken or written language
(C) Require specialized physical mobility equipment and assistive devices such as motorized wheelchairs
(D) Suffer exclusively from age-related progressive hearing loss in clinical settings

34. In an inclusive school setup, the primary role of a Special Educator in relation to General Education Teachers is best described as:
(A) Collaborating, co-teaching, designing accommodations, and providing specialized instructional strategies
(B) Taking complete responsibility for teaching CWSN in a separate room while general teachers instruct non-disabled students
(C) Managing administrative file records exclusively without direct student contact
(D) Evaluating non-disabled students while regular teachers handle special education plans

35. Which co-teaching model involves one teacher providing instruction to the main group while the second teacher provides targeted instruction to a smaller group needing remediation or enrichment?
(A) One Teach, One Observe
(B) Alternative Teaching
(C) Parallel Teaching
(D) Team Teaching

36. Under Section 12(1)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2005/2009, specified category and private unaided schools are mandated to admit at least what percentage of children from Economically Weaker Sections (EWS) and Disadvantaged Groups in Class I/Pre-primary?
(A) 10%
(B) 15%
(C) 25%
(D) 33%

37. To address socio-economic diversity effectively, a school principal must ensure that teachers practice equity rather than simple equality. In an educational context, 'equity' means:
(A) Giving targeted support and resources based on specific needs to ensure equal learning outcomes
(B) Providing exactly the same identical educational resources and instructional inputs to every single student regardless of individual background
(C) Reducing overall academic curriculum standards and performance expectations for students originating from lower socio-economic strata
(D) Exempting socio-economically disadvantaged students from attending mandatory regular school hours and formal classroom sessions

38. The National Education Policy 2020 strongly advocates for the use of the home language / mother tongue as the medium of instruction up to at least Grade 5 primarily because:
(A) Textbooks published in the English language are excessively expensive for government public distribution channels
(B) Regional languages need to replace all foreign language learning completely across secondary education stages
(C) Standardized state level academic assessments cannot be accurately translated into English instructional formats

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(D) 50%

8. Consider the following statements regarding the rights of children with benchmark disabilities under Section 16 of the RPwD Act, 2016:
I. Local authorities and funded educational institutions must provide inclusive education without discrimination.
II. The campus, building, and associated facilities must be made accessible to children with disabilities.
III. Free education must be provided to every child with a benchmark disability in a neighborhood school up to the age of 18 years.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

9. Which of the following conditions is categorized as a specific neurodevelopmental disability affecting motor coordination and fine motor skills under the RPwD Act, 2016?
(A) Dyscalculia
(B) Multiple Sclerosis
(C) Haemophilia
(D) Dyspraxia

10. The mobile application developed by NCERT for early screening and identification of CWSN by teachers in school settings is known as:
(A) PRASHAST
(B) DIKSHA
(C) NISHTHA
(D) SAMARTH

11. Early identification and screening of children with special needs in the school environment primarily aims to:
(A) Label students for segregation into specialized segregated institutional facilities
(B) Permanently exempt students with special needs from formal summative evaluations
(C) Determine eligibility for specialized medical procedures in government hospitals
(D) Provide timely pedagogical interventions, accommodations, and structural support

12. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Individualized Education Plans (IEPs) must be developed collaboratively by a multidisciplinary team rather than solely by a general classroom teacher.
Reason (R): Comprehensive educational interventions for CWSN require pedagogical, diagnostic, therapeutic, and administrative expertise working in synergy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. Which of the following is NOT an essential structural component of a standard Individualized Education Plan (IEP)?
(A) Current functional performance level of the learner
(B) Measurable annual academic and behavioral goals
(C) Fixed financial ranking and family property details of the student
(D) Specific special education services and assistive accommodations to be provided

14. In setting instructional goals within an IEP, the acronym SMART stands for:
(A) Systematic, Measurable, Action-oriented, Rigorous, Time-bound
(B) Standardized, Multimodal, Adaptive, Realistic, Technological
(C) Subject-based, Meaningful, Assessment-driven, Resourceful, Targeted
(D) Specific, Measurable, Achievable, Relevant, Time-bound

15. For a student with severe visual impairment, which pedagogical accommodation is most appropriate during classroom instructional transaction?
(A) Utilizing tactile line drawings, embossed models, and screen-reading software
(B) Relying heavily on printed flashcards and written blackboard notes
(C) Substituting oral instruction completely with silent reading assignments
(D) Seating the child in the back row to minimize distraction from assistive audio devices

16. What is the primary purpose of introducing Orientation and Mobility (O&M) training for visually impaired students?
(A) Enhancing mental mathematical calculation

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candidates utilizing scribe assistance.
IV. Exemption from third language requirement or choice of alternative subjects.

Which of the above accommodations are correct under standard government/CBSE guidelines?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

46. To sensitize peer groups towards children with special needs in an inclusive school, a Head of Institution should actively encourage:
(A) Peer-tutoring programs, disability awareness workshops, empathy-building simulations, and collaborative games
(B) Labeling CWSN publicly in the school environment so that other students know their specific medical diagnoses
(C) Keeping CWSN completely separated during annual sports days and daily lunch breaks to prevent accidental injuries
(D) Directing general peers to avoid interacting with CWSN unless directly supervised by a qualified special educator

47. Under the Samagra Shiksha scheme, financial support is provided for CWSN from pre-school to Grade 12. Which component is specifically provided under this scheme to female students with special needs to encourage retention?
(A) Free laptop grants for every female student
(B) Special Stipend for CWSN girls
(C) Overseas university scholarship
(D) Cash grant upon completion of Grade 5

48. Consider the following key initiatives under the Sugamya Bharat Abhiyan (Accessible India Campaign) in educational institutions:
I. Provision of ramps with handrails and tactually paved pathways.
II. Accessible gender-segregated toilets equipped with grab bars and low-height sinks.
III. Installation of high-speed elevators mandatory for single-story school buildings.

Which of the above statements are correct regarding physical accessibility standards?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

49. The Salamanca Statement and Framework for Action (UNESCO, 1994) is internationally celebrated because it:
(A) Reaffirmed the right to education for every individual within the regular school system regardless of physical or intellectual differences
(B) Established standard clinical medical metrics for diagnosing and classifying diverse neurological developmental disorders
(C) Mandated that all CWSN must be educated in specialized residential special boarding institutions within member states
(D) Abolished standardized high-stakes academic examinations across all UNESCO participating member countries

50. What is the role of a 'Resource Room' in an inclusive mainstream school setting?
(A) A permanent isolation space where CWSN spend all daily school hours completely away from their mainstream non-disabled peers
(B) A dedicated space with assistive materials where CWSN receive targeted pull-out support for specific skill development
(C) A centralized campus storage facility utilized primarily for old administrative files and unused laboratory equipment
(D) A specialized staffroom reserved exclusively for external special education consultants and administrative visitors

51. The medical model of disability conceptualizes disability primarily as:
(A) A direct consequence of complex social, physical environmental, and negative attitudinal barriers systematically created by broader society
(B) An individual physical or mental impairment/deficit residing within the person requiring medical cure or rehabilitation
(C) A formal political and legal identity constructed exclusively through legislative enactments and government policies
(D) An unconscious psychological defense mechanism developed during early childhood developmental stages

52. A newly appointed principal notices that teachers in the school routinely refer CWSN students to the resource room for the entire duration of the school day, leaving regular classrooms completely homogeneous. What administrative

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(D) Young children learn and grasp complex concepts more naturally and effectively in their familiar home language

39. Culturally Responsive Pedagogy (CRP) in an inclusive classroom requires teachers to:
(A) Ignore students' diverse cultural backgrounds and treat all learners as identical, completely neutral blank slates
(B) Integrate students' cultural backgrounds, life experiences, and linguistic resources into everyday curriculum transaction
(C) Celebrate traditional cultural festivals exclusively during non-academic annual school functions and holiday events
(D) Encourage students belonging to minority cultures to gradually abandon their native customs while at school

40. Gender-sensitive pedagogy in school settings involves:
(A) Assigning physical management tasks to male students and domestic tidying tasks to female students during routine operations
(B) Critically examining teaching materials, language, and classroom practices to eliminate gender stereotypes and promote equal participation
(C) Creating entirely separate academic stream sections for male and female students to prevent direct academic comparison
(D) Lowering minimum pass percentage thresholds exclusively for female students enrolled in hard science subjects

41. Which of the following is a key feature of a 'gender-neutral' or 'gender-fair' learning material?
(A) Depicting men exclusively as primary financial breadwinners and women solely as passive domestic homemakers
(B) Showing diverse representations of both genders in non-stereotypical roles (e.g., female scientists, male caregivers)
(C) Omitting all male characters from primary literature storybooks in order to exclusively empower female students
(D) Segregating visual illustrations by systematically assigning blue borders to boys' books and pink borders to girls' books

42. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Joseph Renzulli's Three-Ring Conception defines giftedness as the interaction among above-average ability, high levels of task commitment, and high levels of creativity.
Reason (R): High intellectual quotient (IQ) alone, without motivation and creative problem-solving capability, does not fully capture functional giftedness in real-world contexts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which instructional strategy for gifted learners involves compressing the standard regular curriculum to allow time for advanced, enriched, or accelerated learning activities?
(A) Drill and Practice
(B) Remedial Teaching
(C) Rote Memorization
(D) Curriculum Compacting

44. In the context of CWSN assessment, what is the critical difference between an 'Accommodation' and a 'Modification'?
(A) Accommodations change how a student accesses learning without altering expectations; modifications alter learning standards
(B) Accommodations change what the student is expected to learn in class, while modifications change how the student physically accesses the curriculum material
(C) Accommodations apply exclusively to physical mobility disabilities, while modifications apply solely to severe intellectual disabilities
(D) Accommodations are strictly prohibited during formal board examinations, while modifications are mandatory for all enrolled CWSN students

45. Consider the following assessment accommodations permitted for students with benchmark disabilities in secondary examinations:
I. Grant of extra time / compensatory time (minimum 20 minutes per hour of examination).
II. Provision of an eligible scribe or reader for candidates with motor or visual limitations.
III. Mandatory deduction of 10% marks for

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performance level against which progress can be objectively measured
(B) Serves as a permanent formal justification for why the student cannot learn standard grade-level curriculum content
(C) Determines the student's eligibility for receiving mandatory school tuition fee concessions from management
(D) Ranks the student relative to mainstream peer groups for awarding competitive annual academic honors

62. Who among the following is NOT typically a mandatory member of a student's IEP team in a school environment?
(A) General education teacher
(B) Special education teacher
(C) External financial auditor of the school
(D) Parents/Guardians of the student

63. How frequently should a student's Individualized Education Plan (IEP) goals be formally reviewed and updated at minimum?
(A) Once every 5 years
(B) Annually (At least once a year)
(C) Every month
(D) Only at the time of school graduation

64. When teaching a student with low vision, which modification in instructional materials is most effective?
(A) Providing low-contrast, small print mimeographed worksheets and faint text handouts
(B) Relying exclusively on silent visual video animations presented without explanatory audio voiceover
(C) Significantly reducing overall lighting levels in the classroom to prevent visual eye strain
(D) Using high-contrast, bold, large-print text and glare-reducing paper surfaces

65. Non-visual desktop access (NVDA) and JAWS are examples of:
(A) Screen-reading software designed for visually impaired computer users
(B) Mathematical calculation software for dyscalculic students
(C) Speech therapy diagnostic applications
(D) Video editing tools for media design

66. When interacting with a hard-of-hearing student who uses speech-reading (lip-reading), the teacher should avoid:
(A) Standing in light so the face is clearly visible
(B) Speaking at a normal pace with natural articulation
(C) Turning their back to the class while speaking or covering their mouth
(D) Using facial expressions and visual context cues

67. Which device transforms spoken speech into electronic signals that stimulate the auditory nerve directly in individuals with severe to profound sensorineural hearing loss?
(A) FM system speaker
(B) Cochlear Implant
(C) Optical magnifier
(D) Bone-anchored wristband

68. Consider the following techniques used in teaching students with Intellectual Disabilities:
I. Forward and Backward Chaining.
II. Multisensory Concrete Manipulatives.
III. High-speed abstract lectures without visual prompts.
Which of the above techniques are effective instructional strategies?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

69. In behavioral psychology applied to special education, 'Prompting' refers to:
(A) Punishing a student immediately after an undesirable behavior occurs
(B) Withdrawing privileges when a student fails a summative test
(C) Ignoring a student's request for help to promote independence
(D) Providing explicit assistance or cues (physical, visual, verbal) to help a student perform a desired response

70. A student who struggles severely with writing legibility, spacing between words, motor coordination required for handwriting, and spatial organization on paper, despite adequate intelligence, exhibits signs of:
(A) Dyslexia
(B) Dysgraphia
(C) Dysphasia
(D) Dyscalculia

71. Multi-Sensory Structured Language (MSSL) approach integrates which sensory pathways

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(D) Formative assessment practices

120. In gifted education, 'Acceleration' refers to:
(A) Forcing a student to complete standard regular homework assignments at double speed during recreational recess breaks
(B) Moving a student through educational programs at a faster pace or younger age (e.g., grade skipping, dual enrollment)
(C) Assigning additional repetitive basic drill worksheets during class time to keep the student continuously busy
(D) Speeding up physical education outdoor running drills exclusively for talented student athletes during sports periods

121. Renzulli's Enrichment Triad Model proposes three types of enrichment activities. Type I enrichment consists of:
(A) Advanced small-group creative problem solving activities focused on specific specialized technical challenges
(B) General exploratory experiences designed to expose students to a wide variety of disciplines, topics, and occupations
(C) Individualized independent research thesis development conducted under professional academic supervision
(D) Standardized repetitive drill exercises and computational problem sets in secondary school algebra

122. An inclusive assessment framework must prioritize:
(A) Rigid single-mode timed paper-pencil written tests administered identically for all enrolled students
(B) Universal design in assessment, accommodations, alternative assessment modes, and continuous progress monitoring
(C) Comparing CWSN scores directly against national high-stakes standard norms without providing accommodation support
(D) Rank-ordering all students publicly based on test scores on prominent school administrative noticeboards

123. The role of a Scribe (writer) in examinations for a CWSN candidate is to:
(A) Solve the examination questions independently and write down correct answers on behalf of the candidate
(B) Accurately transcribe word-for-word what the candidate dictates or indicates without prompting or correcting
(C) Explain difficult or ambiguous conceptual examination questions to the candidate in detail during the test
(D) Independently decide which optional examination questions the candidate should skip or attempt

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124. 'Circle of Friends' is a peer-sensitization technique designed to:
(A) Organize highly competitive sports leagues exclusively among non-disabled student peer groups
(B) Build an intentional support network of peers around an isolated student or CWSN to promote social inclusion
(C) Group high-achieving academic stream students together into exclusive after-school study clubs
(D) Form parent-teacher administrative oversight committees responsible for conducting annual financial audits

125. The Samagra Shiksha Scheme subsumed which three pre-existing centrally sponsored educational schemes?
(A) SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Shiksha Abhiyan), and TE (Teacher Education)
(B) RTE, Mid-Day Meal, and Beti Bachao Beti Padhao
(C) PM-POSHAN, PM-SHRI, and DIKSHA
(D) NCF, NCTE, and NCERT

126. Under the RPwD Act, 2016, Section 17 mandates that local authorities conduct surveys of school-going children with disabilities how often?
(A) Every 10 years along with the general census
(B) Every 5 years
(C) Every 2 years
(D) Annually

127. Which of the following is a primary principle of inclusive physical education (IPE)?
(A) Exempting CWSN from participating in all physical education periods and athletic activities completely
(B) Modifying games, rules, equipment, and environment so all students participate meaningfully alongside peers
(C) Conducting competitive sports events exclusively for non-disabled students during regular school hours
(D) Requiring CWSN to watch physical education

(B) Providing Multiple Means of Representation
(C) Providing Multiple Means of Standardized High-Stakes Ranking
(D) Providing Multiple Means of Action and Expression

79. Universal Design for Learning originated from which field before being adapted into educational pedagogy?
(A) Biomedical engineering and organ transplantation
(B) Architectural design for physical accessibility (universal design in built environments)
(C) Military telecommunication protocols
(D) Financial accounting and auditing systems

80. Which assistive technology device is designed to assist CWSN with orthopedic impairments or severe motor disabilities in accessing computer interfaces?
(A) Alternative keyboards and adaptive switch interfaces
(B) Hearing aid loop systems
(C) Tactile Braille globes
(D) Large print dictionaries

81. A 'Screen Reader' software performs which function for visually impaired users?
(A) Magnifies print on paper screens
(B) Converts digital text displayed on a screen into synthesized speech or output on a Braille display
(C) Automatically corrects spelling mistakes in handwriting
(D) Translates foreign languages into local dialects

82. A parent approaches the Head of Institution complaining that their child, diagnosed with Mild Intellectual Disability, is not receiving any specialized intervention in class and is made to sit passively at the back. What immediate supervisory directive should the principal issue to the class teacher and special educator?
(A) Instruct the parent to hire a private home tutor and remove the child from participating in regular classroom assessments
(B) Convene an IEP meeting to co-plan adapted curriculum goals and implement active task-analyzed instruction
(C) Advise the parent to formally transfer the child to a non-formal vocational rehabilitation center immediately
(D) Publicly reprimand the student for consistently failing to pay adequate attention during general class lectures

83. In the 'Station Teaching' co-teaching model:
(A) One teacher instructs the entire class from the front while the second teacher stands near the door taking attendance
(B) Content and students are divided into stations, and both teachers teach specific content as student groups rotate across stations
(C) One teacher presents the main lesson while the second teacher sits with a single student outside the classroom
(D) Both teachers deliver the exact same lecture speech simultaneously from opposite diagonal corners of the classroom

84. Section 3 of the RTE Act, 2009 grants every child of the age of 6 to 14 years the right to free and compulsory education in a neighborhood school. For CWSN, what is the extended age bracket under the RPwD Act, 2016?
(A) 6 to 14 years
(B) 6 to 18 years
(C) 3 to 18 years
(D) 6 to 21 years

85. The principle of 'Least Restrictive Environment' (LRE) mandates that CWSN should be educated:
(A) In dedicated residential institutional facilities located away from non-disabled peer groups and mainstream society
(B) To the maximum extent appropriate, with peers who are non-disabled in general education settings
(C) Exclusively through isolated online home-schooling platforms and remote digital modules
(D) In separate specialized classrooms constructed within regular schools for the duration of the entire school day

86. Linguistic diversity in Indian classrooms should be viewed pedagogically as:
(A) A major pedagogical liability and significant impediment to standard academic achievement goals
(B) A rich asset and cognitive resource for multilingual learning and conceptual flexibility
(C) A temporary clinical speech disorder requiring immediate professional speech therapy intervention

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(D) A valid administrative reason to segregate students into separate language-based school buildings

87. According to NEP 2020, Indian Sign Language (ISL) will be:
(A) Gradually phased out in favor of finger-spelling techniques across all educational levels
(B) Standardized nationally, with official curriculum materials developed for hearing-impaired students
(C) Restricted exclusively to private special schools operating within major metropolitan areas
(D) Made optional only for administrative staff members during professional orientation programs

88. Consider the following practices for creating a gender-sensitive classroom environment:
I. Using gender-neutral terminology (e.g., 'chairperson' instead of 'chairman', 'flight attendant' instead of 'stewardess').
II. Ensuring equal distribution of leadership responsibilities among boys and girls.
III. Asking boys to answer math questions and girls to organize classroom decorations.
Which of the above practices are aligned with gender-sensitive pedagogy?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

89. Gender bias in textbook content is demonstrated when:
(A) Men and women are shown equally across a wide variety of diverse professional, public, and domestic roles
(B) Historical contributions of women scientists, leaders, and artists are omitted or presented as secondary
(C) Equal textbook space and visual illustrations are systematically devoted to the achievements of all genders
(D) Gender-inclusive language and neutral personal pronouns are used consistently across all reading chapters

90. Which identification method is most appropriate for identifying 'twice-exceptional' (2e) learners—students who are gifted and also have a disability (e.g., gifted with dyslexia)?
(A) Relying solely on standardized written group IQ tests administered under rigid timed examination conditions
(B) Utilizing comprehensive multi-dimensional assessments, behavioral observations, performance portfolios, and dynamic assessment tools
(C) Automatically excluding any child with an identified disability from participating in gifted screening programs
(D) Assessing students exclusively through competitive timed oral drills and rapid-fire memory recall exercises

91. In Joseph Renzulli's Enrichment Triad Model, Type III enrichment focuses on:
(A) General exploratory activities designed to expose all students to diverse academic topics and interest areas
(B) Group training activities focusing specifically on instructional processes of creative thinking and feeling
(C) First-hand investigation of real-world problems where students act as authentic first-hand inquirers
(D) Rote recall and memorization of advanced encyclopedic facts and complex mathematical formulas

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92. Formative assessment in an inclusive classroom should be:
(A) Standardized, rigid, and strictly timed in identical formats for all enrolled students alike
(B) Continuous, flexible, diagnostic, and adapted to provide constructive feedback for learning adjustment
(C) Used exclusively to grade, sort, and rank students publicly at the end of the complete academic year
(D) Administered only to non-disabled high-performing students during competitive selection rounds

93. Alternative Assessment methods for CWSN include:
(A) Standardized multiple-choice paper-pencil examinations administered under rigid conditions without accommodations
(B) Portfolios, oral presentations, performance tasks, visual demonstrations, and continuous observational rubrics
(C) Mandatory timed formal handwriting examinations conducted strictly without

granting compensatory extra time
(D) Rejecting all student work that does not match standard official model answer keys word-for-word during grading

94. Peer-mediated learning strategies, such as ClassWide Peer Tutoring (CWPT), benefit inclusive classrooms because:
(A) Classroom teachers are completely relieved of all instructional and supervisory responsibilities during lessons
(B) Tutors and tutees both demonstrate academic gains, enhanced social interactions, and positive attitudes toward diversity
(C) Non-disabled peer tutors are trained to independently evaluate and grade CWSN official annual progress report cards
(D) Implementing peer tutoring completely eliminates the legal need for providing individualized classroom accommodations

95. The PRASHAST mobile application developed by NCERT contains screening checklists structured across which stages of school education?
(A) Pre-primary and Primary stages only
(B) Pre-primary, Primary, Middle, and Secondary stages
(C) Secondary and Higher Secondary stages only
(D) University undergraduate stage only

96. Under the Rights of Persons with Disabilities Rules, 2017, the Certificate of Disability is issued by a competent medical authority comprising:
(A) A single school teacher and principal
(B) A duly constituted Medical Board set up by the government
(C) Any private registered counselor
(D) The local non-governmental organization (NGO) representative

97. What is the primary focus of 'Differentiated Content' in Tomlinson's model?
(A) Assigning different letter grades based primarily on student socio-economic background and family income status
(B) Adapting the complexity, depth, or representation format of concepts being taught based on student readiness
(C) Modifying the physical architectural design and structural concrete walls of the regular school building
(D) Granting different lengths of recreational recess time to different student groups during the school day

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98. In inclusive pedagogy, 'Scaffolding' refers to:
(A) Permanent structural physical modifications made directly to the school building concrete foundation
(B) Temporary instructional support provided to help a learner master a task just beyond independent capability
(C) Implementing disciplinary punishments for students who systematically fail to complete written homework on time
(D) Lowering academic curriculum standards permanently across the entire school for all enrolled students

99. The concept of the 'Zone of Proximal Development' (ZPD), which underpins differentiated and inclusive scaffolding, was formulated by:
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) Carl Rogers

100. Which type of vision loss is characterized by normal central vision but reduced outer peripheral vision (often called 'tunnel vision')?
(A) Cataract affecting lens clarity
(B) Peripheral vision loss (Glaucoma)
(C) Age-related macular degeneration
(D) Functional amblyopia or lazy eye

101. A tactile educational tool widely used for teaching spatial concepts, geometry, and basic graphics to visually impaired students is:
(A) Tactile graphics board / Thermoform diagrams
(B) Digital audio synthesizer without tactile surface
(C) Standard flat color print chart
(D) Overhead mirror projector

102. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Total Communication approach for deaf learners combines lip-reading, gesture, sign language, cued speech, and auditory training.
Reason (R): No single communication mode works universally for all hearing-impaired individuals; flexibility optimizes linguistic and cognitive development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

137. Which term refers to the practice of placing CWSN in regular classrooms for specific non-academic subjects (e.g., art, physical education, music) while retaining segregated academic instruction?
(A) Full Inclusion
(B) Mainstreaming / Partial Integration
(C) Reverse Inclusion
(D) Hyper-Segregation

138. The National Trust Act, 1999 specifically caters to the welfare of persons with four specific conditions. Which of the following is NOT covered under the National Trust Act, 1999?
(A) Autism
(B) Cerebral Palsy
(C) Mental Retardation (Intellectual Disability) and Multiple Disabilities
(D) Visual Impairment

139. Accessible books converted into DAISY format are specifically helpful for learners with:
(A) Visual impairment, low vision, and print disabilities
(B) Hearing loss only
(C) Locomotor disability of lower limbs
(D) Asthma and respiratory conditions

140. What does DAISY stand for in the context of accessible educational technology?
(A) Digital Accessible Information System
(B) Diagnostic Academic Interactive System
(C) Direct Audio Integration for Special Youth
(D) Dynamic Adaptive Instruction System

141. In the context of language diversity, 'Code-switching' and 'Code-mixing' in a classroom should be:
(A) Strictly penalized and banned by the teacher
(B) Recognized as natural linguistic strategies that can bridge understanding between home language and school target language
(C) Treated as symptoms of language impairment
(D) Confined exclusively to foreign language classes

142. A school principal observes that during school functions, female students are consistently assigned roles in welcoming guests and serving refreshments, while male students handle stage setup, sound systems, and management. To foster gender equality, what action should the principal take?
(A) Commend the teaching staff for adhering strictly to traditional organizational roles during school events
(B) Rotate administrative and stage management responsibilities equitably among all students regardless of gender
(C) Cancel all future school functions, cultural events, and annual celebrations permanently across all grades
(D) Assign female students exclusively to stage management and male students to welcoming roles forever

143. Which of the following is an example of an 'Enrichment' strategy for gifted students in regular classrooms?
(A) Tiered assignments with higher-order cognitive processing (e.g., Bloom's Synthesis/ Evaluation levels)
(B) Giving the student ten additional copies of basic multiplication drill worksheets to complete during class
(C) Asking the gifted student to sit completely quietly without working once they finish assigned tasks early
(D) Keeping the student in lower grade levels for extended remedial practice and basic skill repetition drills

144. Screening tools such as the Behavioral Checklist for Screening the Learning Disabled (BCSLD) are designed to be administered by:
(A) Certified neurosurgeons only
(B) Classroom teachers in general school settings
(C) External financial auditors
(D) Rehabilitation architects

145. Section 18 of the RPwD Act, 2016 emphasizes the establishment of Resource Centers to support educational institutions. These centers primarily provide:
(A) Legal litigation services and formal court proceedings against non-compliant educational institutions
(B) Pedagogical support, assistive devices, training, and therapeutic intervention resources
(C) Standardized national testing ranking reports and competitive performance comparison matrices
(D) Commercial textbook publishing, marketing, and direct retail sales to private school management

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(C) Multiple Means of Action and Expression
(D) Multiple Means of Physical Mobility

112. A Grade 4 teacher reports that a student belonging to a migrant worker family frequently misses school during harvest seasons and struggles with standard Hindi medium textbooks because the family speaks a regional dialect at home. As Head of Institution, what approach should you advise the teacher to implement?
(A) Strike the student's name off the official school roll for non-attendance under standard administrative attendance rules
(B) Implement bridge learning sessions, use culturally responsive teaching, and leverage local dialect words as scaffolding
(C) Direct the migrant family to immediately employ a private qualified home tutor or face formal student expulsion
(D) Demote the student to the lower pre-primary kindergarten level permanently until Hindi fluency is demonstrated

113. Under the RPwD Act, 2016, 'Locomotor Disability' includes which of the following specified sub-categories?
(A) Leprosy Cured Person, Cerebral Palsy, Dwarfism, Muscular Dystrophy, and Acid Attack Victims
(B) Autism, Specific Learning Disability, Intellectual Disability
(C) Blindness and Low Vision
(D) Hearing Impairment and Speech Loss

114. 'Acid Attack Victims' are included under which broad disability category in the RPwD Act, 2016?
(A) Mental Illness
(B) Locomotor Disability
(C) Visual Impairment
(D) Chronic Neurological Conditions

115. A student with Muscular Dystrophy in a secondary school requires physical environment adaptations primarily because Muscular Dystrophy is a condition involving:
(A) Progressive degeneration and weakening of skeletal muscles controlling voluntary movement
(B) Progressive loss of central visual acuity
(C) Chronic inflammation of middle ear structures
(D) Impaired mathematical reasoning capacity

116. Under the RTE Act, 2009, Section 16 prohibits holding back (detention) in elementary education. What does NEP 2020 and subsequent RTE amendments specify regarding assessment and support before any detention in Grade 5 or 8?
(A) Direct immediate student expulsion from the school system without providing any opportunity for re-examination
(B) Provision of remedial instruction and re-examination within two months; detention permitted only if re-examination is failed
(C) Automatic annual grade promotion guaranteed without providing any remedial learning intervention or re-assessment process
(D) Mandatory administrative transfer of the student to a specialized separate vocational boarding center facility

117. What is the primary focus of 'Equity' in the allocation of school library and ICT learning resources?
(A) Distributing identical numbers of standard library books to every student regardless of individual reading proficiency
(B) Providing accessible digital books, audiobooks, Braille media, and adapted devices based on diverse learning profiles
(C) Reserving high-tech ICT learning resources exclusively for high-performing Grade 12 academic stream students
(D) Charging extra daily hardware usage fees to CWSN students who require specialized computer equipment

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118. Which policy document introduced the concept of Socio-Economically Disadvantaged Groups (SEDGs) encompassing gender, socio-cultural, geographical, socio-economic, and disability identities?
(A) National Policy on Education 1968
(B) National Policy on Education 1986
(C) National Education Policy (NEP) 2020
(D) Right to Education Act 2009

119. Inclusion of Gender Studies and Gender-Sensitive modules in teacher education programs aims to eliminate:
(A) Academic grading standards
(B) Hidden curriculum biases, gender stereotyping, and inequitable classroom dynamics
(C) Co-educational schooling systems

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

103. The term 'Deaf Gain' in modern deaf culture and inclusive studies emphasizes:
(A) Medical hearing restoration through immediate surgery
(B) Reframing deaf status not as a deficit or loss, but as a unique sensory experience, culture, and cognitive gain for human diversity
(C) Financial compensation provided by state authorities
(D) Complete isolation of deaf individuals from hearing society

104. Which prompt hierarchy movement represents 'fading' assistance as a student with intellectual disability gains competence?
(A) Physical Prompt → Visual Prompt → Independent
(B) Independent → Verbal Prompt → Physical Prompt
(C) Visual Prompt → Physical Prompt → Gesture
(D) No Prompt → Full Physical Prompt → Partial Physical Prompt

105. Consider the following learning characteristics commonly associated with Specific Learning Disabilities (SLD):
I. Uneven academic performance profile (discrepancies between potential and achievement).
II. Average or above-average intellectual potential.
III. Primary cause stems from sensory impairment (blindness/deafness) or severe intellectual disability.
IV. Persistent difficulties in specific academic domains like reading, writing, or mathematics.
Which of the above statements are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

106. In dysgraphia, which pedagogical adaptation is most effective to support written expression during evaluations?
(A) Forcing the student to re-write long essays five times in cursive
(B) Allowing speech-to-text software, scribes, or oral examinations
(C) Banning the use of computers and word processors completely
(D) Marking down grades heavily for poor handwriting quality

107. High-functioning Autism was historically referred to in clinical literature as:
(A) Rett Syndrome
(B) Asperger's Syndrome
(C) Down Syndrome
(D) Fragile X Syndrome

108. Consider the following strategies for addressing sensory overload in autistic students:
I. Providing noise-canceling headphones during noisy school events.
II. Forcing participation in unexpected fire drills without prior visual social preparation.
III. Designing a calm down quiet area in the school building.
Which of the above strategies are recommended?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

109. What is 'Echolalia' commonly observed in some children with Autism Spectrum Disorder?
(A) Inability to perform motor balance tasks
(B) Repetitive parrot-like repetition of words or phrases spoken by others
(C) Fear of open public spaces
(D) Inability to calculate basic mathematical operations

110. For a student with ADHD who exhibits motor restlessness, which classroom modification is beneficial?
(A) Tie the student to the chair during lessons
(B) Provide a flexible seating option (such as a wobble stool or seat cushion) and designated movement breaks
(C) Stand the student in the corner facing the wall for the entire period
(D) Send the student to the principal's office every time they fidget

111. Which dimension of Universal Design for Learning focuses on providing options for comprehension, language, mathematical expressions, and symbols?
(A) Multiple Means of Engagement
(B) Multiple Means of Representation

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classes from the gymnasium sidelines silently without participating

128. Consider the following types of Assistive Technology for students with dysgraphia:
I. Speech-to-text (dictation) software.
II. Graphic organizers and word prediction software.
III. FM radio hearing systems.
Which of the above are appropriate assistive technologies for dysgraphia?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

129. What is the fundamental focus of 'Universal Design for Learning' (UDL) in classroom instructional design?
(A) Designing instructional modifications retroactively after a child with specific needs fails an assessment
(B) Proactively designing flexible learning goals, methods, materials, and assessments to accommodate learner diversity
(C) Enforcing a single unified teaching methodology and lesson structure across every public school in the state
(D) Requiring all enrolled students to master advanced computer programming languages during primary education

130. Dysphasia (or Aphasia) is a specific developmental condition primarily affecting:
(A) Mathematical spatial alignment
(B) Comprehension and expression of spoken language
(C) Fine motor handwriting precision
(D) Gross motor balance and running speed

131. Which sensory system processes body movement, spatial orientation, and balance, often needing input regulation in autistic or ADHD children?
(A) Tactile system
(B) Vestibular system
(C) Olfactory system
(D) Auditory system

132. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Continuous and Comprehensive Evaluation (CCE) supports inclusive education effectively when implemented with flexible diagnostic tools.
Reason (R): CCE emphasizes formative assessment, individual learning growth, and diversified evidence of learning rather than single high-stakes standard testing.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

133. Under the RPwD Act, 2016, 'Dwarfism' is defined as a medical or genetic condition resulting in an adult height of:
(A) Less than 3 feet (91 cm)
(B) 4 feet 10 inches (147 cm) or less
(C) Exactly 5 feet (152 cm)
(D) Less than 2 feet (60 cm)

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134. Which specified disability in the RPwD Act, 2016 is characterized by an irreversible genetic blood disorder where hemoglobin production is severely impaired?
(A) Haemophilia
(B) Thalassemia
(C) Sickle Cell Disease
(D) Multiple Sclerosis

135. Consider the following features of an Individualized Education Plan (IEP):
I. Formulated exclusively for students identified as CWSN.
II. Contains explicit statements of special education services and related support.
III. Designed without input from the child's parents.
IV. Specifies objective evaluation criteria and schedules for monitoring progress.
Which of the above statements are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

136. Which co-teaching approach involves both general and special educators delivering instruction simultaneously to the whole class as equal partners?
(A) One Teach, One Assist
(B) Team Teaching (Interactive Teaching)
(C) Station Teaching
(D) Parallel Teaching

simultaneously to strengthen reading and spelling neural connections?
(A) Visual, Auditory, Kinesthetic, and Tactile (VAKT)
(B) Visual, Gustatory, Olfactory, and Auditory
(C) Auditory, Tactile, Vestibular, and Thermal
(D) Kinesthetic, Spatial, Temporal, and Auditory

72. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Social Stories, developed by Carol Gray, are effective visual interventions for children with Autism Spectrum Disorder.
Reason (R): Social stories describe social situations, cues, and appropriate responses in a structured, non-threatening format, helping autistic learners understand social expectations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Sensory overload in students with Autism Spectrum Disorder in a classroom can be mitigated by:
(A) Increasing fluorescent lighting flickering frequencies and ambient classroom background noise levels
(B) Forcing the student to actively participate in loud, crowded school assemblies on a daily basis
(C) Using unexpected high-volume auditory alarm sounds to suddenly capture student attention during tasks
(D) Creating a quiet sensory corner or 'cool-down' space with reduced visual/auditory stimulation

74. Which of the following is a key executive functioning challenge frequently observed in students with ADHD?
(A) Total structural inability to recognize or process visual printed alphabet symbols and written letters
(B) Impaired response inhibition, poor working memory, and difficulty organizing tasks
(C) Complete and total loss of verbal expressive speech capability across all social communication settings
(D) Physical inability to walk independently or perform basic gross motor balance and coordination activities

75. Consider the following intervention strategies for managing a student with ADHD in the classroom:
I. Breaking tasks into shorter, manageable chunks with clear sub-deadlines.
II. Utilizing a visual timer to show remaining task time.
III. Placing the student in a secluded hallway completely away from peer interaction.
IV. Implementing token economy systems for reinforcing on-task behavior.
Which of the above strategies are recommended?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

76. Differentiating the 'Product' in a differentiated classroom means allowing students to:
(A) Choose different ways to demonstrate their mastery of learning objectives (e.g., presentation, model, oral report, essay)
(B) Standardize all final evaluation outputs into a single mandatory written research essay format for all learners
(C) Skip all formal academic assessments and receive passing grade marks automatically without evaluation
(D) Purchase commercial pre-made project models from external retail markets instead of engaging in original work

77. Which of the following best reflects differentiating the 'Process' in instruction?
(A) Assigning completely different academic subject topics to each individual student in the class section
(B) Issuing structurally different report cards and assessment scales to students based on biological gender
(C) Modifying the overall concrete physical architecture and structural design of the main school building
(D) Providing tiered graphic organizers and varied levels of support during task completion

78. Universal Design for Learning (UDL) is built upon three core pedagogical principles. Which of the following is NOT one of the primary principles of UDL?
(A) Providing Multiple Means of Engagement

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146. Which model of co-teaching splits the class into two heterogeneous halves, with both teachers teaching the same material simultaneously to smaller groups?
(A) Parallel Teaching
(B) One Teach, One Observe
(C) Alternative Teaching
(D) Station Teaching

147. A student who experiences severe difficulty in calculating, estimating numerical quantities, and grasping abstract mathematical logic despite normal intelligence is displaying characteristics of:
(A) Dyslexia
(B) Dysgraphia
(C) Dyscalculia
(D) Dyspraxia

148. Consider the following key principles of Inclusive Pedagogy:
I. Rejecting deterministic views of fixed ability.
II. Viewing student diversity as a norm and rich resource rather than a problem.
III. Creating learning options for all students rather than set options for most and different options for some.
Which of the above statements represent inclusive pedagogy principles?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

149. The concept of 'Intersectionality' in inclusive education highlights that:
(A) Disabilities exist completely independent of social factors
(B) A student's learning experience is shaped by overlapping identities such as disability, gender, caste, socio-economic status, and language
(C) Mathematics and Science teaching must intersect in every period
(D) School buildings must be built at major traffic intersections

150. Accessible digital textbooks created under PM-eVIDYA initiative follow which guidelines for universal accessibility?
(A) GIGW (Guidelines for Indian Government Websites) and international EPUB3 accessibility standards
(B) Standard closed PDF formats without alt-text
(C) Printed monochrome newsprint guidelines
(D) Encrypted proprietary formats incompatible with screen readers

151. Which specified disability under RPwD Act, 2016 involves a condition of arrest or incomplete development of mind, characterized by impairment of skills during the developmental period?
(A) Intellectual Disability
(B) Multiple Sclerosis
(C) Thalassemia
(D) Parkinsons Disease

152. 'Speaks with excessive loudness, sits very close to television/board, frequently asks speakers to repeat, shows poor speech clarity'. These functional indicators strongly suggest screening for:
(A) Visual Impairment
(B) Hearing Impairment
(C) Dyscalculia
(D) Locomotor Disability

153. 'Frequent tripping, difficulty holding pencils firmly, unusual gait, fatigue after brief physical movement'. These physical signs indicate screening for:
(A) Locomotor Disability / Motor impairment
(B) Autism Spectrum Disorder
(C) Hearing Impairment
(D) Specific Learning Disability in reading

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154. What is the primary purpose of introducing 'Universal Design for Learning' (UDL) in curriculum frameworks?
(A) Standardizing single rigid teaching styles and instructional lesson plans across all state public schools
(B) Minimizing barriers and maximizing learning opportunities for all learners from the outset
(C) Classifying and sorting students into fixed ability groups based on initial entry screening examinations
(D) Replacing classroom teachers with automated artificial intelligence instruction systems in all subject areas

155. Which document serves as a legally binding plan under international and state special education frameworks outlining specific educational targets and support services for a qualified child with disability?

210. Picture Exchange Communication System (PECS) is an augmentative communication system frequently utilized for non-verbal learners with:
(A) Autism Spectrum Disorder
(B) Dyscalculia
(C) Dwarfism
(D) Haemophilia

211. Providing a student with ADHD a 'fidget object' (such as a stress ball) during passive listening tasks is intended to:
(A) Channel excess motor energy subtly to help maintain cognitive focus on instruction
(B) Distract peers sitting in adjacent seats
(C) Punish the student for hyperactive movements
(D) Replace academic learning entirely

212. Differentiating instruction according to student 'Interest' involves:
(A) Aligning learning tasks and topics with things that ignite student curiosity and personal passion
(B) Assigning identical projects to all students regardless of preference
(C) Ignoring student choices and enforcing rigid topic lists
(D) Grouping students by physical athletic interest only

213. In Universal Design for Learning (UDL), offering flexible options for navigation, physical response, and assistive technologies addresses which core principle?
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Engagement
(D) Multiple Means of Standardized Testing

214. Screen readers, voice recognition software, and text-to-speech engines are categorized as:
(A) High-tech assistive technology
(B) Low-tech physical accommodations
(C) Mid-tech mechanical non-digital tools
(D) Non-assistive general administrative tools

215. What is the role of a Special Educator during co-teaching in a general education classroom?
(A) Co-planning, adapting materials, co-delivering instruction, and providing specialized support to CWSN and diverse learners alongside the general teacher
(B) Observing silently from the back without participating in lesson delivery
(C) Grading answer sheets exclusively for high-performing students
(D) Managing general administrative record books during class hours

216. Socio-economic diversity in Indian public schools requires teachers to adopt an 'Asset-based' mindset. This means:
(A) Recognizing that students from diverse socio-economic backgrounds bring valuable cultural wealth, lived experiences, and resilience to the learning environment
(B) Viewing socio-economically disadvantaged students as deficient and requiring lower expectations
(C) Collecting assets and property details from parents during admission
(D) Teaching socio-economically disadvantaged students only manual trades

217. Language register and linguistic variation in a diverse classroom should be managed by:
(A) Validating home language registers while systematically bridging understanding toward academic standard language registers
(B) Punishing students whenever they use regional terms or non-standard accents
(C) Forcing immediate complete immersion in academic English without scaffolding
(D) Banning students from speaking during interactive class sessions

218. Gender-responsive school infrastructure includes:
(A) Safe, accessible, clean, and private gender-segregated sanitation facilities equipped with menstrual hygiene management facilities
(B) Common unpartitioned restroom spaces without lockable doors
(C) Restrooms allocated exclusively to staff members
(D) Removing sanitation facilities from academic blocks

219. Renzulli's 'Task Commitment' dimension in giftedness refers to:
(A) High levels of motivation, perseverance, energy, and dedication applied to a specific problem or area of study
(B) High performance on speed writing tests
(C) Strict adherence to administrative school attendance rules
(D) Willingness to obey teacher instructions without question

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IV. Screen Reading Software — Intellectual Disability only.

Which of the above pairs are correctly matched?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

166. A 'Resource Teacher' in an inclusive school primarily delivers:
(A) Specialized direct intervention to CWSN and technical assistance to general education teachers
(B) Full-time administrative file management for government audits
(C) Substitute teaching for general classes when teachers are absent
(D) Physical security and campus maintenance duties

167. What is the fundamental objective of gender-sensitive pedagogy in school leadership?
(A) Eliminating gender biases and creating equal developmental opportunities for all genders in all academic and co-curricular spheres
(B) Segregating academic subjects by gender preference
(C) Increasing administrative workload on female teaching staff
(D) Standardizing uniform colors for all state schools

168. Consider the following strategies for supporting Gifted and Talented learners:
I. Curriculum Compacting.
II. Advanced Tiered Assignments and Problem-Based Learning.
III. Repetitive basic drill worksheets reserved for struggling learners.

Which of the above strategies are recommended for gifted learners?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

169. What type of assessment accommodation is provided when a visually impaired student is given a test in Braille format with identical questions and timing?
(A) Accommodation in Presentation Format
(B) Modification of Learning Content
(C) Standard Assessment Exemption
(D) Curriculum Waiver

170. Peer-mediated learning where students are paired to help each other master concepts is known as:
(A) Peer Tutoring
(B) Isolated Individual Study
(C) Teacher-Centered Drill
(D) Competitive Tracking

171. Under Samagra Shiksha, the 'CWSN Component' provides funding for which of the following provisions?
(A) Identification camps, assistive devices, transport allowance, therapeutic services, and special educator support
(B) Construction of administrative quarters for senior officers
(C) Overseas study tours for high-performing general category students
(D) Commercial marketing advertisements for private schools

172. During an annual school inspection, the Head of Institution is asked to present evidence of accessible physical infrastructure under Sugamya Bharat Abhiyan. Which set of structural modifications represents compliance?
(A) Smooth steps without ramps, narrow doorways, and standard high-seated toilets
(B) Ramps with anti-skid surfaces and handrails, tactile ground indicators, widened doorways, and adapted accessible toilets
(C) Automatic glass doors without audio alerts and carpeted stairs
(D) Elevators operated exclusively by high-step ladders

173. The principle of 'Individual Differences' in educational psychology asserts that:
(A) All children learn at the exact same pace and through the exact same instructional style
(B) Learners vary significantly in cognitive abilities, learning styles, background knowledge, and developmental rates, requiring adapted instruction
(C) Teachers should treat every classroom as a single homogeneous unit
(D) Students should be grouped permanently by physical height

174. Which disability listed under RPwD Act, 2016 is a chronic neurological condition characterized by recurrent unprovoked seizures?
(A) Epilepsy
(B) Cerebral Palsy

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(A) Individualized Education Plan (IEP)
(B) General School Budget Report
(C) Annual Teacher Appraisal Form
(D) Parent-Teacher Association Minutes

156. The use of 'Braille' involves a system of raised dots arranged in cells of up to how many dots?
(A) 4 dots
(B) 6 dots
(C) 8 dots
(D) 10 dots

157. Which device is a traditional tactile counting tool used worldwide for teaching mental arithmetic to visually impaired students?
(A) Abacus
(B) Geoboard
(C) Napier's Bones
(D) Slide Rule

158. In teaching students with severe visual impairment, 'Verbalization of visual content' requires the teacher to:
(A) Read aloud everything written on the board and describe visual diagrams continuously
(B) Speak only in whispered tones to prevent auditory overload
(C) Ask non-disabled peers to translate blackboard text silently during class
(D) Omit all visual subjects like geometry and geography completely

159. Hearing aids amplify sound energy, but for individuals with severe sensorineural hearing loss in noisy classrooms, which system helps overcome background noise by transmitting teacher voice directly via radio signal?
(A) FM System (Frequency Modulation)
(B) Screen Magnifier
(C) Thermoform printer
(D) Braille embosser

160. Which teaching approach utilizes visual schedules, physical boundaries, and clear structured work systems to support autistic learners?
(A) TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children)
(B) Montessori Method
(C) Froebel Kindergarten System
(D) Dalton Plan

161. An effective behavioral intervention strategy for reducing off-task behaviors in a child with ADHD during seatwork is:
(A) Breaking assignments into 10-minute work segments interspersed with brief active breaks
(B) Extending seatwork duration to 2 consecutive hours without stopping
(C) Deducting marks every time the student changes seating position
(D) Isolating the student in a dark storage room until work is completed

162. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Culturally Responsive Pedagogy views diverse cultural experiences of students as assets that enrich academic learning.
Reason (R): When classroom instruction connects with students' lived socio-cultural realities, cognitive engagement and meaningful learning outcomes increase significantly.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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163. Differentiating classroom instruction based on 'Student Readiness' requires assessing:
(A) The student's current knowledge, skill level, and background understanding regarding a specific concept
(B) The student's parental income bracket
(C) The student's emotional preference for peer study partners
(D) The student's performance on sports agility tests

164. In Universal Design for Learning, providing options for physical action, expression, and executive functions directly supports which principle?
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Engagement
(D) Multiple Means of Standardized Evaluation

165. Consider the following assistive tools and their corresponding target disability user group:
I. Refreshable Braille Display — Visual Impairment.
II. FM Hearing System — Hearing Impairment.
III. Adaptive Switch Buttons — Locomotor / Motor Disability.

and two-dimensional glossy diagrams

184. When instructing a student with partial hearing loss who wears a hearing aid, the teacher should ensure that:
(A) Background noise in the classroom is minimized, and visual supports are integrated
(B) The teacher shouts loudly directly into the hearing aid microphone
(C) The student sits near open windows facing busy roads
(D) Visual aids are removed to force reliance on hearing

185. In teaching concepts to children with Intellectual Disabilities, the principle of 'Concrete to Abstract' implies that:
(A) Abstract mathematical symbols and formal formulas should be introduced prior to exploring physical concrete objects
(B) Real concrete objects and hands-on manipulatives must be used first before introducing abstract concepts
(C) Abstract theoretical concepts should be taught exclusively through structured verbal lectures and textbook readings
(D) Concrete learning manipulatives should never be utilized in classroom instruction past pre-primary education stages

186. Which type of Specific Learning Disability is primarily associated with difficulty in processing mathematical computations, place value concepts, and numerical operations?
(A) Dyscalculia
(B) Dyslexia
(C) Dysgraphia
(D) Dyspraxia

187. Which of the following is an effective sensory strategy for supporting an autistic learner experiencing auditory hypersensitivity in class?
(A) Forcing the child to attend loud acoustic bell assemblies and noisy athletic stadium gatherings daily
(B) Allowing the use of noise-reducing ear defenders / headphones during high-noise activities
(C) Playing loud classical background music continuously through classroom speakers during quiet work periods
(D) Reprimanding the child publicly whenever they cover their ears to block out ambient classroom noise

188. Consider the following behavioral intervention tools used for students with ADHD:
I. Clear, concise rule charts posted visibly in the classroom.
II. Token economy reinforcement systems for sustained attention.
III. Lengthy, open-ended oral instructions delivered without visual cues.
Which of the above tools are effective for managing ADHD?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

189. According to Tomlinson, differentiating instruction based on 'Learning Profile' involves accommodating:
(A) Student learning styles, intelligence preferences (e.g., Gardner's multiple intelligences), and cultural/gender learning preferences
(B) Parental educational background
(C) Socio-economic caste categories
(D) Physical seating height

190. Which of the following is a key element of Universal Design for Learning (UDL)?
(A) Providing fixed, single-pathway instructional options and uniform lesson plans across all subject areas
(B) Anticipating diverse student needs and embedding flexibility into the curriculum architecture from the design stage
(C) Evaluating all enrolled students on a single bell-curve grading distribution during summative assessments
(D) Eliminating all rigorous academic learning goals to automatically ensure equal passing rates for all students

191. Screen magnification software (e.g., ZoomText) is an assistive technology primarily designed for:
(A) Learners with low vision
(B) Deaf learners
(C) Learners with dyscalculia
(D) Orthopedically impaired learners

192. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Co-teaching models like Parallel Teaching and Station Teaching reduce student-teacher ratios and facilitate differentiated

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(C) Dwarfism
(D) Hemophilia

175. What is the primary focus of 'Inclusive Pedagogy' over 'Special Education Pedagogy' in a mainstream school setting?
(A) Designing specialized lessons exclusively for CWSN while ignoring general students
(B) Creating a rich, flexible learning environment that offers learning choices accessible to all students in the regular classroom
(C) Transferring all CWSN to specialized resource rooms for the entire day
(D) Enforcing strict standardized lectures with no differentiation

176. Inclusive education directly aligns with Sustainable Development Goal (SDG) 4 of the United Nations, which aims to:
(A) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
(B) Eliminate all secondary education testing by 2030
(C) Privatize basic education systems globally
(D) Standardize a single language of instruction worldwide

177. Under Section 16 of the RPwD Act, 2016, schools must monitor which critical educational outcome for students with disabilities?
(A) Participation, completion of education, and attainment levels
(B) Total sports trophy wins
(C) Parent socio-economic mobility
(D) Physical height growth rates

178. What is the primary characteristic of 'Speech and Language Disability' as defined under the RPwD Act, 2016?
(A) Permanent disability affecting speech components due to organic or neurological cause
(B) Inability to read written Braille text
(C) Temporary hoarseness due to vocal strain
(D) Dialectal variation in local language pronunciation

179. A child who shows marked difficulty in social interaction, repetitive patterns of behavior, resistance to change, and intense fixation on specific subjects exhibits functional signs of:
(A) Autism Spectrum Disorder
(B) Dyscalculia
(C) Muscular Dystrophy
(D) Leprosy Cured Status

180. Under the RPwD Act, 2016, 'Mental Illness' means:
(A) Mental retardation, intellectual impairment, or congenital neurodevelopmental cognitive deficit
(B) A substantial disorder of thinking, mood, perception, orientation, or memory impairing life capabilities
(C) Specific learning disability affecting reading decoding, writing precision, or mathematical calculation
(D) Temporary grief, situational anxiety, or emotional stress following poor academic examination results

181. In functional assessment of CWSN, 'Adaptive Behavior' refers to:
(A) Mathematical computational speed and numerical alignment accuracy measured on standardized timed tests
(B) The collection of conceptual, social, and practical skills learned and performed by people in everyday lives
(C) Physical height, body mass index, and weight growth metrics evaluated during annual health checks
(D) Rote memorization of complex historical dates, scientific definitions, and verbatim textbook passages

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182. In an IEP, setting 'Short-Term Instructional Objectives' serves to:
(A) Break down annual measurable goals into intermediate, manageable progress benchmarks
(B) Replace annual goals completely
(C) Delay the student's entry into regular classroom activities
(D) Reduce teacher accountability for student growth

183. Which of the following is a recommended tactile instructional material for visually impaired students learning geography?
(A) Flat glossy visual wall maps with small printed place labels and faint boundary lines
(B) Embossed / 3D tactile maps with raised lines and distinct textures
(C) Digital silent video animation clips showing topographical land features on screen
(D) Standard textbook color photographic prints

201. Inclusive education principles assert that systemic changes must be made primarily to:
(A) The individual child, forcing them to adapt completely to fit the regular unadapted school curriculum
(B) The school environment, teaching methodology, and institutional attitudes, to accommodate the child
(C) The standard clinical medical criteria and diagnostic assessment metrics utilized for certifying disability
(D) The state board examination passing mark thresholds established for general category mainstream students

202. A primary school principal notices that during admissions under Section 12(1)(c) of the RTE Act, the admission committee is asking parents of EWS applicants for written screening tests and interviews. What administrative order should the principal immediately issue?
(A) Approve the selection procedure as it ensures the admission of only the most academically capable EWS candidates
(B) Direct the immediate cessation of screening tests/interviews, enforce random draw of lots, and issue warning under RTE Act
(C) Increase the overall difficulty level of the screening examination in order to systematically reduce the large applicant pool
(D) Cancel all pending EWS admissions completely for the current academic session due to administrative procedural flaws

203. Which specified disability under the RPwD Act, 2016 involves a disorder characterized by faulty motor brain wiring causing involuntary muscle contractions, twisting movements, or tremors?
(A) Athetosis / Cerebral Palsy
(B) Dyscalculia
(C) Hypermetropia
(D) Sickle Cell Anemia

204. Screening for Specific Learning Disabilities (SLD) in Indian schools is officially guided by structured tools such as:
(A) NIMHANS Index for Specific Learning Disabilities
(B) General Physical Fitness Metrics
(C) National Merit Scholarship Examination
(D) Standardized Speech Hearing Threshold Test

205. In an IEP, the term 'Related Services' includes services such as:
(A) Speech-language therapy, occupational therapy, physical therapy, and psychological counseling support
(B) Private academic coaching at external residential academies
(C) Commercial transportation for family holidays
(D) Specialized medical surgery performed by external private clinics

206. Tactical maps, relief globes, and embossed diagrams are essential instructional resources for teaching geography to students with:
(A) Severe visual impairment / Blindness
(B) Hearing loss
(C) Dysgraphia
(D) Speech impairment

207. Which seating placement is most beneficial for a student who relies on speech-reading and assistive hearing systems?
(A) Front row, center of the room, facing the teacher directly with clear lighting on the teacher's face
(B) Back row corner near noisy ventilation fans
(C) Outside the classroom door to reduce acoustic echo
(D) Behind a tall visual display screen

208. Consider the following concrete instructional materials useful for students with Intellectual Disability:
I. Base-ten blocks and counting beads for basic math.
II. Real-life functional objects (coins, flashcards with clear picture symbols).
III. Abstract symbolic algebraic formulas presented without concrete representation.
Which of the above are effective materials?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

209. The learning disability characterized by severe difficulty in reading fluently, decoding text, and spelling accuracy despite adequate intelligence and educational opportunity is:
(A) Dyslexia
(B) Dyspraxia
(C) Dysphagia
(D) Dyscalculia

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instruction in inclusive classrooms.
Reason (R): Having two educators in the room allows for dynamic, flexible grouping and targeted instructional support tailored to diverse learner needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

193. The RTE Act, 2009 under Section 8 and 9 places the duty on appropriate governments and local authorities to ensure that children belonging to disadvantaged groups are:
(A) Not discriminated against or prevented from pursuing and completing elementary education on any grounds
(B) Segregated into special evening sections within government schools
(C) Made to pay subsidized fees for extra coaching
(D) Transported to specialized residential centers outside the district

194. Multilingual education in early primary grades promotes:
(A) Cognitive flexibility, metalinguistic awareness, and smoother academic concept transfer
(B) Intellectual confusion and delayed reading acquisition
(C) Immediate loss of home language skills
(D) Systemic lowering of secondary board pass rates

195. Consider the following indicators of gender bias in school administration and pedagogy:
I. Unequal representation of women in textbook leadership illustrations.
II. Directing boys exclusively toward athletic sports and girls toward domestic science duties.
III. Providing equal co-curricular options and encouragement to all students regardless of gender.
IV. Using gendered slurs or derogatory stereotypes in classroom management.
Which of the above reflect gender bias?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

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196. The identification technique known as 'Behavioral Rating Scales' (such as the Conners Rating Scale) is commonly used as part of diagnostic evaluation for:
(A) ADHD
(B) Blindness
(C) Haemophilia
(D) Dwarfism

197. Which continuous assessment practice aligns best with inclusive assessment principles?
(A) Portfolio assessment documenting authentic student growth across varied learning tasks over time
(B) Single end-of-year high-stakes written examination with no accommodations
(C) Surprise closed-book speed tests administered weekly
(D) Publicly ranking students based on standard test scores

198. Peer-tutoring model where high-performing students and CWSN alternate roles as tutor and tutee is called:
(A) Reciprocal Peer Tutoring
(B) One-Way Fixed Tutoring
(C) Unilateral Teacher Drilling
(D) Segregated Remediation

199. The 'Deendayal Disabled Rehabilitation Scheme' (DDRS) primarily supports:
(A) Voluntary organizations (NGOs) providing rehabilitation services, special schools, and vocational centers for persons with disabilities
(B) Direct cash grants for infrastructure development in private commercial colleges
(C) Overseas university scholarships for sports athletes
(D) Standard textbook publication for state boards

200. What is the fundamental mandate of the Rights of Persons with Disabilities Act, 2016 regarding higher educational institutions funded or recognized by government?
(A) Reservation of not less than 5% seats for persons with benchmark disabilities
(B) Reservation of 10% seats for private donors
(C) Complete exemption from academic attendance
(D) Mandatory separate campuses for CWSN higher education

220. A student with profound bilateral hearing loss is attempting the secondary board examination. The parent requests permission for an alternative subject in place of the compulsory second/third language requirement as per board provisions. As Head of Institution, what action should you take?
(A) Reject the application stating that all students must complete identical standard subjects without exception
(B) Forward the request with relevant medical certificate and CWSN documentation to the exam board for approval under concession guidelines
(C) Recommend that the student drop out of formal board examinations
(D) Force the student to take oral language examinations instead

221. An inclusive assessment accommodation that alters the 'Setting' of an evaluation includes:
(A) Allowing a student with high anxiety or sensory sensitivity to take tests in a quiet, distraction-reduced room
(B) Changing the difficulty level of test questions
(C) Giving a student the answer key beforehand
(D) Reducing the required passing grade threshold

222. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Sensitizing peer groups through structured empathetic activities creates a safe socio-emotional environment for CWSN.
Reason (R): Peer acceptance and social inclusion reduce bullying, isolation, and anxiety, directly supporting academic achievement for children with special needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

223. The 'PRASHAST' screening tool checklist is designed for preliminary identification of CWSN by:
(A) Regular classroom teachers before professional clinical medical assessment
(B) Certified medical doctors in district hospitals exclusively
(C) Judicial magistrates during disability certification hearings
(D) School accountants during fee structure determination

224. Which international agency formulated the Salamanca Statement and Framework for Action on Special Needs Education in 1994?
(A) UNESCO
(B) UNICEF
(C) WHO
(D) UNDP

225. Consider the following components that make an Individualized Education Plan (IEP) effective:
I. Comprehensive baseline assessment of functional performance.
II. Specific, measurable, time-bound learning goals.
III. Clearly stated accommodations, modifications, and support services.
IV. Fixed, unchangeable learning targets that are never modified during the year.
Which of the above components are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

226. Which teaching strategy relies heavily on tactile kinesthetic feedback, using tactile letters, textured surfaces, and physical finger tracing to teach letter forms to dyslexic learners?
(A) Multisensory / VAKT Approach
(B) Auditory-only Drill
(C) Silent Reading Immersion
(D) Rote Memorization

227. In Universal Design for Learning, providing options for perception (such as customizable text size, contrast, and auditory alternatives) supports:
(A) Multiple Means of Representation
(B) Multiple Means of Action and Expression
(C) Multiple Means of Engagement
(D) Multiple Means of Behavior Modification

228. Consider the following provisions under the Rights of Persons with Disabilities Act, 2016 for educational institutions:
I. Conducting building accessibility audits and creating barrier-free infrastructure.
II. Providing free transportation or financial allowance to CWSN as mandated.
III. Refusing admission to children with severe

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multiple disabilities.

Which of the above provisions represent duties of educational institutions?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

229. What is the main objective of the 'PM-eVIDYA' initiative in relation to inclusive education?

(A) Unifying all digital, online, and on-air educational efforts to enable multi-mode access to education, including specialized accessible content for CWSN
(B) Establishing private international schools in rural blocks
(C) Replacing traditional teachers with digital screen displays permanently
(D) Distributing printed monochrome textbooks exclusively

230. Inclusive assessment emphasizes 'Criterion-Referenced Assessment' over 'Norm-Referenced Assessment' primarily because:

(A) Criterion-referenced assessment measures a student's individual mastery against specific learning goals rather than ranking them against peers
(B) Norm-referenced assessment requires expensive digital equipment
(C) Criterion-referenced assessment guarantees 100% pass rates for all students automatically
(D) Norm-referenced assessment is prohibited by central laws

231. A student with 'Dyspraxia' experiences persistent primary difficulties in:

(A) Motor planning, coordination, and executing fine/gross motor movements
(B) Mathematical logic and spatial calculation
(C) Auditory tone processing
(D) Visual color recognition

232. What is the function of a 'Tactile Graphic' in educational materials for blind students?

(A) Translating visual images, maps, and diagrams into raised surface representations that can be interpreted through touch
(B) Converting speech directly into written English text on screen
(C) Magnifying text fonts up to 40 times on digital monitors
(D) Playing background sound effects during reading

233. In an inclusive classroom, 'Tiered Instruction' in differentiated learning means:

(A) Teaching the same core concept to all students while varying the depth, complexity, and support level across tiered learning assignments
(B) Teaching completely unrelated subject disciplines to different groups at the same time
(C) Grouping students by physical height tiers
(D) Giving different grading scales based on student gender

234. Under the RPwD Act, 2016, Section 21 mandates that every establishment, including educational institutions, must frame and publish an:

(A) Equal Opportunity Policy
(B) Annual Commercial Profit Statement
(C) Overseas Recruitment Strategy
(D) Unofficial Staff Ranking Matrix

235. A Grade 7 student diagnosed with Mild Autism Spectrum Disorder becomes severely agitated, covers his ears, and hums loudly whenever the school bell rings or sudden loud announcements occur over the public address system. What environmental accommodation should the Head of Institution implement?

(A) Issue a strict formal administrative warning to the student for engaging in disruptive behavior during scheduled bell ringing times
(B) Adjust PA volume, provide advance visual warning of bell times, and permit noise-canceling headphones during transitions
(C) Expel the student from attending morning school sessions and mandate attendance only during quiet afternoon tutorials
(D) Disable all emergency fire alarms and auditory warning systems completely throughout the main school building campus

236. Which pedagogical strategy is effective for preventing 'learned helplessness' in students with learning disabilities?

(A) Providing opportunities for success through scaffolded tasks, explicit strategy training, and attributing success to effort and strategy use
(B) Completing all academic tasks for the student so they never experience failure
(C) Giving the student unguided tasks far above their current functional level
(D) Avoiding all academic feedback and offering false praise continuously

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237. The 'Social Model' of disability views 'impairment' and 'disability' as distinct concepts, where 'disability' is defined as:
(A) The social disadvantage and restriction of activity caused by societal barriers that take little or no account of people with impairments
(B) The physiological anomaly or medical condition within the body
(C) A psychological personality trait
(D) A temporary medical illness requiring pharmaceutical cure

238. In Universal Design for Learning, providing options for recruiting interest, sustaining effort, and self-regulation directly addresses:
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Multiple Means of Physical Movement

239. Which assistive technology device converts printed paper text into spoken voice output for individuals with visual or print disabilities?
(A) Standalone Optical Character Recognition (OCR) Reader / Reading Machine
(B) FM Loop Transmitter
(C) Refreshable Tactile Ruler
(D) Standard Mechanical Typewriter

240. The National Curriculum Framework for School Education (NCF-SE 2023) aligns with NEP 2020 by emphasizing that inclusive education must focus on:
(A) Addressing the learning needs of all students across diverse socio-cultural, economic, physical, and cognitive profiles within unified learning spaces
(B) Creating separate parallel curriculum frameworks for CWSN and general category students
(C) Restricting CWSN education exclusively to vocational trade training
(D) Eliminating formative assessments across all school stages

241. What is 'Curriculum Compacting' designed to achieve for gifted learners?
(A) Eliminating already mastered basic content to free up time for enrichment or acceleration activities
(B) Doubling the quantity of basic homework assignments
(C) Forcing gifted students to tutor struggling peers during all class hours
(D) Skipping physical education and arts periods to complete extra science textbooks

242. Under the RPwD Act, 2016, which category of disability includes conditions caused by blood dyscrasias like Sickle Cell Disease?
(A) Blood Disorders
(B) Chronic Neurological Conditions
(C) Locomotor Disabilities
(D) Intellectual Disabilities

243. In an inclusive setup, 'Universal Design' applied to physical architecture means:
(A) Designing school buildings, entrances, classrooms, and facilities from the start so they are usable by all people to the greatest extent possible without need for adaptation
(B) Constructing separate ramps at the back gate for CWSN after building steps at the main entrance
(C) Installing high-step staircases in all primary blocks
(D) Building separate temporary structure classrooms for marginalized groups

244. A student who displays extreme difficulty in fine motor precision, spatial alignment of letters, holding writing instruments, and organizing thoughts on paper in written form while demonstrating excellent oral expression is displaying signs of:
(A) Dysgraphia
(B) Dyscalculia
(C) Dysphasia
(D) Dyslexia

245. The 'Deficit Model' of education is problematic in inclusive settings because it:
(A) Views student learning challenges primarily as internal weaknesses or failures residing within the student rather than examining instructional or environmental barriers
(B) Allocates excessive financial resources to classroom technology
(C) Focuses on developing student creative talents and strengths
(D) Requires teachers to differentiate instruction continuously

246. Which co-teaching format allows two teachers to divide the classroom into two groups to teach the same content using different pedagogical techniques suited to each group's readiness?

achievement and critical understanding
(B) Reason to exempt students from higher-order thinking tasks
(C) Justification for separating students into ethnic section streams
(D) Barrier that must be completely eradicated through drill enforcement

298. A Grade 8 student with Mild Intellectual Disability has an IEP goal of mastering basic functional money calculations (counting change, making purchases). The class teacher insists on assessing the student strictly using abstract algebraic quadratic equations because 'that is the Grade 8 syllabus standard.' What supervisory action should the principal take?
(A) Direct the teacher to evaluate the student based on the functional adapted goals specified in the student's IEP and provide hands-on money manipulatives
(B) Force the student to memorize quadratic formulas through punishment
(C) Expel the student from school for failing secondary grade algebra
(D) Direct the teacher to award 100% marks automatically without evaluation

299. In an inclusive classroom, 'Flexible Grouping' allows students to:
(A) Move between different fluid group configurations (whole class, small group, pairs, individual) based on specific learning needs, task objectives, and interest
(B) Remain in the exact same low-ability group permanently throughout the academic year
(C) Group themselves exclusively by gender during all learning activities
(D) Skip group activities and leave the classroom during peer work

300. The ultimate objective of Inclusive Education, as mandated by national policy frameworks and international rights conventions, is to create an educational system that:
(A) Welcomes, values, supports, and educates all learners together in equitable, barrier-free environments, fostering full human potential and social harmony
(B) Segregates students efficiently into ability-based institutions to maximize administrative economic efficiency
(C) Eliminates formal academic standards in favor of non-evaluative daycare services
(D) Focuses exclusively on high-performing academic achievers to raise state ranking scores

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(B) Permanent placement of CWSN in special schools
(C) Evaluating teacher eligibility for financial promotions
(D) Standardizing annual athletic performance benchmarks

255. Consider the following accommodations for visually impaired candidates in formal board examinations:
I. Provision of question papers in Braille or Large Print format.
II. Permission to use assistive equipment such as Taylor Frame or Abacus.
III. Mandatory reduction of maximum marks threshold by 50%.
IV. Grant of compensatory extra time.
Which of the above provisions are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

256. What is the main objective of 'Universal Design for Learning' (UDL) Principle 1 (Multiple Means of Representation)?
(A) Presenting information and content in varied visual, auditory, and tactile ways to cater to diverse perceptual capabilities
(B) Forcing all students to read small-print text silently
(C) Evaluating all students using identical written standardized examinations
(D) Allowing students to choose their own grading metrics

257. Under the RPwD Act, 2016, 'Leprosy Cured Person' is categorized under which broad group of disabilities?
(A) Locomotor Disability
(B) Visual Impairment
(C) Mental Illness
(D) Chronic Neurological Condition

258. 'Haemophilia' is a specified disability under the RPwD Act, 2016 characterized by:
(A) An inherited bleeding disorder where blood does not clot properly due to lack of blood clotting proteins
(B) Degeneration of brain motor neurons leading to memory loss
(C) Irreversible loss of auditory nerve function
(D) Severe difficulty in mathematical calculation and spatial alignment

MCQGPT

259. When developing an IEP, the SMART criteria ensure that learning goals are:
(A) Specific, Measurable, Achievable, Relevant, and Time-bound
(B) Standardized, Multimodal, Academic, Rigorous, and Formative
(C) Subjective, Meaningful, Adaptive, Realistic, and Universal
(D) Systematic, Mechanical, Analytical, Recorded, and Technical

260. Which assistive technology device allows non-verbal students with severe physical impairments to control text entry or communication boards using eye gaze movement?
(A) Eye-Tracking AAC Device
(B) Refreshable Braille Display
(C) Cochlear FM Receiver
(D) Manual Slanted Writing Board

261. In an inclusive classroom, 'Tiered Readiness Assignments' allow teachers to:
(A) Assign tasks matched to varying levels of student readiness while focusing on the same essential learning concept
(B) Separate high achievers into permanent isolated study halls
(C) Exempt low-readiness students from learning core concepts completely
(D) Grade students based on physical seat placement in the classroom

262. During a school assembly, a teacher publicly scolds a student with ADHD for fidgeting and standing out of line, calling him 'permanently disruptive' in front of peers. As Head of Institution, how should you address this situation?
(A) Support the teacher's public reprimand as an essential disciplinary measure to maintain order during assemblies
(B) Counsel the teacher privately on ADHD, direct sensory/movement accommodations, and mandate positive behavioral supports
(C) Suspend the student from attending all future school assemblies, morning functions, and co-curricular events permanently
(D) Demote the student to a lower primary grade level immediately due to behavioral non-compliance during group activities

263. Under NEP 2020, what is the role of 'Special Education Zones' (SEZs)?
(A) Geographic areas with high populations of Socio-Economically Disadvantaged Groups

8. (D) I, II, and III
Section 16 of the Rights of Persons with Disabilities Act of 2016 mandates comprehensive educational rights for children with benchmark disabilities. Funded educational institutions and local authorities must provide non-discriminatory inclusive education, ensure accessible physical infrastructure, campus facilities, and learning environments, and grant free education to every child with benchmark disability in a neighborhood school up to eighteen years of age.

9. (D) Dyspraxia
Dyspraxia is categorized as a neurodevelopmental condition affecting motor skills, motor planning, and physical coordination. Individuals with dyspraxia experience persistent difficulties in executing fine and gross motor tasks, such as handwriting, manual dexterity, spatial alignment, and physical balance. Under disability frameworks, it represents a specific condition requiring targeted pedagogical accommodations and physical occupational therapy strategies in school environments.

10. (A) PRASHAST
PRASHAST is a dedicated mobile application developed by the National Council of Educational Research and Training to facilitate early screening and preliminary identification of children with special needs in schools. It provides structured screening checklists for teachers, helping identify functional difficulties across twenty-one disability categories to initiate timely diagnostic assessment, individualized educational planning, and necessary support provisions.

11. (D) Provide timely pedagogical interventions, accommodations, and structural support
Early screening and identification of children with special needs in educational settings aim to uncover developmental or learning challenges promptly. Rather than labeling or segregating students, early identification enables educators to design timely pedagogical interventions, implement classroom accommodations, arrange assistive devices, and establish individual support frameworks, thereby optimizing cognitive development, active participation, and overall learning outcomes in inclusive classrooms.

12. (A) Both A and R are true and R is the correct explanation of A
Developing an Individualized Education Plan requires a collaborative multidisciplinary approach because comprehensive intervention demands diverse expertise. General educators, special educators, therapists, counselors, and parents must work in synergy to address cognitive, diagnostic, physical, behavioral, and socio-emotional dimensions. Thus, multidisciplinary collaboration ensures that learning targets, therapeutic support, and environmental adaptations are designed holistically to match individual student needs effectively.

13. (C) Fixed financial ranking and family property details of the student
An Individualized Education Plan focuses strictly on educational, functional, and developmental requirements. Essential structural components include current functional performance levels, measurable annual goals, progress monitoring schedules, and specific special education services or assistive accommodations. Family financial rankings, household property details, and economic status are irrelevant to pedagogical planning and are excluded from educational plans for students with special needs.

14. (D) Specific, Measurable, Achievable, Relevant, Time-bound
Instructional goals established within an Individualized Education Plan must adhere to SMART criteria. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This structured objective-setting framework ensures that learning targets clearly define desired student outcomes, provide quantifiable measurement parameters, remain realistically achievable within the student's capacity, reflect relevant curriculum priorities, and specify precise evaluation timelines for monitoring progress.

15. (A) Utilizing tactile line drawings, embossed models, and screen-reading software
Supporting students with severe visual impairment during classroom instruction requires effective non-visual pedagogical accommodations. Utilizing embossed tactile line drawings, raised-line models, tactile diagrams, and screen-reading digital software enables learners to access complex curriculum concepts through touch and auditory modalities. These

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Medical Authority established by Government
(B) The Head of Institution of any registered school
(C) Any practicing private clinical psychologist without state registration
(D) The local municipal counselor or village sarpanch

272. A Grade 5 teacher notices that a student frequently holds books extremely close to eyes, squinting at the blackboard, complaining of frequent headaches, and mistaking written 'B' for 'D' due to blurred visual acuity. The teacher assumes the student has a severe cognitive impairment and recommends transfer to a special school. What supervisory intervention should the Head of Institution make?
(A) Approve the transfer to a special school immediately in order to prevent instructional delays in the general classroom
(B) Direct vision screening, arrange eye specialist assessment, seat the child in front, and provide large-print materials
(C) Reprimand the child for repeatedly complaining of headaches and mistaking letters during written reading exercises
(D) Assign the student double written homework tasks daily to force improvement in visual alphabet discrimination skills

273. What is 'Sensory Modulation' in the context of Autism Spectrum Disorder?
(A) The brain's ability to regulate and organize responses to sensory input (auditory, visual, tactile, vestibular) appropriately
(B) The mathematical calculation speed of autistic individuals
(C) The capacity to memorize long encyclopedic texts
(D) The skill of playing musical instruments without formal training

274. In Universal Design for Learning (UDL), providing options for executive functions (goal-setting, planning, strategy development, monitoring progress) is part of:
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Engagement
(D) Multiple Means of Environmental Architecture

275. Assistive Technology tools classified as 'Mid-Tech' typically include:
(A) Battery-operated audio recorders, portable spellcheckers, and simple amplification devices
(B) High-end eye-tracking speech synthesis computers
(C) Non-electronic wooden pencil grips and slanted boards
(D) Complex neural prosthetic interfaces

276. The co-teaching structure where one teacher leads large-group instruction while the other circulates to provide unobtrusive individual assistance and behavioral monitoring is:
(A) One Teach, One Assist (Lead and Support)
(B) Team Teaching
(C) Station Teaching
(D) Parallel Teaching

277. Which section of the RTE Act, 2009 prohibits any physical punishment or mental harassment of children in schools?
(A) Section 17
(B) Section 12
(C) Section 21
(D) Section 28

278. The National Education Policy 2020 advocates for the establishment of 'Gender-Inclusion Fund' primarily to:
(A) Build capacity and provide equitable quality education for female and transgender students across the nation
(B) Provide overseas travel grants for male researchers exclusively
(C) Build separate universities for sports education
(D) Eliminate co-educational institutions in primary sectors

279. Gifted students who exhibit high creative capability but demonstrate low academic performance due to boredom, lack of motivation, or unidentified learning disabilities are known as:
(A) Underachieving Gifted / Twice-Exceptional Learners
(B) Hyperactive Learners
(C) Intellectually Disabled Learners
(D) Globally Impaired Learners

MCQGPT

280. A parents' association submits a representation to the Principal demanding that CWSN candidates taking Class 10 board examinations

should NOT be granted scribes or extra time because it gives them an 'unfair advantage' over non-disabled students. How should the Head of Institution respond?
(A) Agree with the parents' association and immediately withdraw scribe accommodations for all internal and board tests
(B) Reject representation, educate parents on RPwD Act 2016 and board rules, explaining accommodations ensure equity
(C) Cancel board examinations for all enrolled Grade 10 students in the school until the dispute is formally resolved
(D) Direct CWSN candidates to take board examinations in external private examination centers at personal financial cost

281. Under the RPwD Act, 2016, which category of disability covers conditions such as Muscular Dystrophy, Acid Attack Victims, and Leprosy Cured Persons?
(A) Locomotor Disability
(B) Intellectual Disability
(C) Mental Illness
(D) Visual Impairment

282. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Universal Design for Learning (UDL) creates inclusive classrooms by providing flexible options for representation, expression, and engagement.
Reason (R): UDL assumes that learner diversity is the baseline norm and plans for varied learning needs from the initial design of the curriculum.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

283. What is the fundamental philosophy behind 'Strength-Based Pedagogy' in inclusive classrooms?
(A) Identifying and leveraging student individual talents, interests, and capabilities to facilitate learning rather than focusing exclusively on remediating deficits
(B) Ranking students strictly based on physical muscle strength tests
(C) Grouping students by academic performance tiers permanently
(D) Focusing exclusively on weak academic areas while suppressing personal creative interests

284. Which specified condition under the RPwD Act, 2016 is a severe, lifelong neurological disorder characterized by difficulties in social communication, restricted interests, and repetitive behaviors?
(A) Autism Spectrum Disorder
(B) Dyscalculia
(C) Thalassemia
(D) Multiple Sclerosis

285. Consider the following key elements of an Individualized Education Plan (IEP):
I. Present Levels of Academic Achievement and Functional Performance (PLAAFP).
II. Measurable Annual Goals and Short-Term Benchmarks.
III. Statement of Special Education, Related Services, and Supplementary Aids.
IV. Details of family property assets and parental annual income tax records.
Which of the above elements are essential components of an IEP?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

286. Which instructional strategy for visually impaired students involves using real physical objects (tactile realia) to represent abstract concepts during lessons?
(A) Concrete Tactile Learning / Tactile Realia
(B) Auditory Flashcard Drilling
(C) Silent Screen Reading
(D) Visual Color Coding

287. Which component of Universal Design for Learning (UDL) focuses on optimizing individual choice, autonomy, relevance, value, and authenticity to foster intrinsic motivation?
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Multiple Means of Standardized Assessment

288. Consider the following types of Assistive Technology for children with hearing loss:
I. Personal FM Hearing Systems.
II. Induction Loop Systems in classrooms.
III. Refreshable Braille Display screens.

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Which of the above technologies support hearing impaired learners?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

289. Section 16(g) of the RPwD Act, 2016 explicitly requires educational institutions to ensure that the education provided to persons who are blind or deaf or hard of hearing is delivered in the most appropriate:
(A) Languages and modes and means of communication (such as Sign Language and Braille)
(B) English medium format exclusively without translation
(C) Segregated special residential boarding houses only
(D) Non-verbal manual gesture formats without text

290. What is 'Task Analysis' in special education pedagogy?
(A) The systematic process of breaking down a complex compound task into small, sequential, teachable component steps
(B) Analyzing administrative teacher workloads during annual audits
(C) Calculating student examination pass percentages across districts
(D) Grouping students based on intelligence quotient scores

291. Which specific learning difficulty is characterized by persistent challenges in acquiring basic mathematical skills, understanding numbers, place values, time, and spatial calculations?
(A) Dyscalculia
(B) Dyslexia
(C) Dysgraphia
(D) Dyspraxia

292. During an inspection of a government school, the supervisory officer observes that children with benchmark disabilities are made to sit together in a separate, isolated room during lunch break and physical education periods 'to ensure their safety.' As Head of Institution, how should you rectify this violation of inclusive principles?
(A) Endorse the practice as a valid safety measure
(B) Issue immediate administrative directives ensuring full social integration during non-academic, lunch, and physical education periods, with appropriate supervisory support
(C) Cancel lunch breaks for all students in the school
(D) Ban CWSN from attending school during afternoon hours

293. The concept of 'Universal Design' was first coined by which visionary architect?
(A) Ronald Mace
(B) Carol Ann Tomlinson
(C) Lev Vygotsky
(D) Benjamin Bloom

294. In differentiated instruction, 'Tiered Content' means:
(A) Providing learning materials at varying levels of complexity, abstraction, and depth to match student readiness levels
(B) Teaching completely different subjects to different social classes
(C) Assigning different textbook colors to boys and girls
(D) Lowering pass requirements permanently for all students

295. Under the RPwD Act, 2016, which specified disability is characterized by a hereditary disorder affecting the nervous system leading to progressive breakdown of nerve cells in the brain?
(A) Parkinson's Disease
(B) Sickle Cell Disease
(C) Thalassemia
(D) Dwarfism

MCQGPT

296. What is the primary role of an 'Aya' / Caregiver / Attendant assigned to a school under Samagra Shiksha for CWSN with severe physical or multiple disabilities?
(A) Assisting the child with physical mobility, personal hygiene, seating, and daily living needs within the school campus
(B) Delivering academic classroom lectures in place of the teacher
(C) Grading student summative test papers
(D) Managing school financial accounting registers

297. Culturally Responsive Pedagogy asserts that cultural background and native language should be used by teachers as a:
(A) Bridge or conduit for facilitating academic

(A) Parallel Teaching / Differentiated Parallel Teaching
(B) One Teach, One Observe
(C) Lead and Support Teaching
(D) Unilateral Instruction

247. The term 'Neurodiversity' asserts that neurological differences (such as Autism, ADHD, Dyslexia) should be recognized and respected as:
(A) Natural human biological variations rather than pathological deficits requiring medical cure
(B) Severe psychiatric illnesses requiring institutional segregation
(C) Temporary childhood behavioral phases that disappear with discipline
(D) Financial liabilities for public school systems

248. Consider the following assessment strategies that support inclusive assessment:
I. Providing choice in response modes (written, oral, graphic presentation, digital project).
II. Allowing extra time and frequent rest breaks for CWSN.
III. Grading strictly on single-shot high-stakes written speed tests without accommodation.
Which of the above strategies align with inclusive assessment principles?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

249. Which central scheme provides financial aid for setting up Resource Rooms, conducting awareness camps, and supplying free assistive devices to CWSN in government schools?
(A) Samagra Shiksha Scheme (Inclusive Education Component)
(B) Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
(C) Skill India Digital Mission
(D) Unnat Bharat Abhiyan

250. A newly admitted Grade 2 child belonging to a nomadic pastoralist community speaks a dialect not understood by the class teacher. The teacher requests the principal to transfer the child to a remedial facility outside the mainstream school. As Head of Institution, what is your correct leadership directive?
(A) Grant the transfer request immediately in order to maintain regular instructional academic speed in the general classroom
(B) Deny the transfer, direct visual aids and peer-assisted bridge learning, and integrate dialect words as scaffolding
(C) Direct the nomadic pastoralist family to change their home spoken dialect immediately to match the official school medium
(D) Exclude the child from formal classroom learning activities until full oral English fluency is independently achieved

251. According to the RPwD Act, 2016, which of the following is categorized under 'Intellectual Disability'?
(A) Specific Learning Disability and Autism Spectrum Disorder
(B) Cerebral Palsy and Dwarfism
(C) Multiple Sclerosis and Parkinson's Disease
(D) Thalassemia and Sickle Cell Disease

252. Read the following statements labeled as Assertion (A) and Reason (R), and select the correct option:
Assertion (A): Differentiated Instruction is essential in heterogeneous classrooms to ensure equitable learning access for all students.
Reason (R): Differentiated instruction modifies content, process, product, and learning environment based on individual student readiness, interest, and learning profile.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

253. Which term describes an instructional strategy where the teacher models a skill, provides guided practice with gradual withdrawal of support, leading to independent student execution?
(A) Scaffolding / Gradual Release of Responsibility
(B) Rote Drill
(C) Hyper-Segregation
(D) Unstructured Discovery

254. In the context of CWSN, 'Response to Intervention' (RtI) is a multi-tier framework designed for:
(A) Early identification and high-quality targeted instructional intervention for students experiencing learning and behavioral difficulties

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ANSWERS

1. (B) Restructures school systems, cultures, and pedagogical practices to accommodate the diverse needs of all children without distinction
Inclusive education represents a systemic approach that transforms existing educational structures, school cultures, and instructional practices to ensure equal learning opportunities for all students. Rather than expecting learners to adapt to rigid institutional frameworks, inclusive frameworks require schools to modify their environments, curriculum, and pedagogy, thereby effectively addressing the diverse needs of every child without discrimination or segregation.

2. (D) Human rights approach emphasizing equal dignity, non-discrimination, and social justice
The moral foundation of inclusive education in democratic societies is rooted in the human rights framework. This philosophical perspective asserts that education is a fundamental human right belonging to every individual. It emphasizes inherent human dignity, non-discrimination, social justice, and equal opportunity, rejecting historical models that treated individuals with disabilities as passive objects of charity or clinical deficits.

3. (A) No child, regardless of the nature or severity of disability, can be denied admission to a general school
The principle of Zero Reject mandates that no child can be excluded from public education or denied admission to a mainstream neighborhood school based on the existence, nature, or severity of a disability. Educational institutions are obligated to accommodate every learner, ensuring unconditional access to schooling and upholding the basic right to education for all children without exception.

4. (C) Integration places the child in regular classrooms with minimal systemic change, whereas inclusion transforms the institutional environment to meet the child's needs
Integration and inclusion differ fundamentally in their operational approach toward institutional adaptability. Integration places students with special needs into existing mainstream settings while expecting them to assimilate with minor adjustments. Conversely, inclusion demands comprehensive structural transformation of the entire school system, modifying curriculum, teaching strategies, physical infrastructure, and institutional attitudes to accommodate the diverse profiles of all learners seamlessly.

5. (A) Educating children with disabilities in isolated, separate environments apart from mainstream peers
Educational segregation refers to the administrative practice of educating children with special needs or disabilities in separate, isolated institutional facilities detached from mainstream peers. This approach isolates learners from general educational social environments, operating under the assumption that specialized instruction must occur in segregated settings rather than through differentiated support and structural accommodations within regular inclusive school environments.

6. (C) 21
The Rights of Persons with Disabilities Act of 2016 significantly expanded the scope of legally recognized disability conditions in India. Expanding from seven categories under the earlier 1995 legislation, the 2016 statute formally recognizes twenty-one specific benchmark disability conditions, encompassing physical, visual, hearing, speech, intellectual, neurological, blood-related, and mental health impairments, establishing clear entitlements for affected individuals.

7. (C) 40%
According to Section 2(r) of the Rights of Persons with Disabilities Act of 2016, a person with benchmark disability is defined as an individual certified to have at least forty percent of any specified disability. This quantifiable threshold is certified by a competent medical authority and serves as the legal eligibility baseline for securing statutory rights, educational concessions, and affirmative support measures.

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where targeted educational resources, infrastructure, and inclusion strategies are concentrated
(B) Isolated residential zones where CWSN are permanently moved for schooling
(C) High-tech industrial centers for manufacturing sports equipment
(D) Exclusive administrative regions reserved for teacher training institutes

264. What is the primary purpose of 'Peer-Assisted Learning Strategies' (PALS) in reading instruction?
(A) Pairing students of varying reading abilities to engage in structured, reciprocal peer tutoring in decoding and comprehension strategies
(B) Allowing non-disabled students to take reading tests on behalf of CWSN
(C) Replacing professional teacher instruction completely with peer teaching
(D) Sorting students into static low, medium, and high reading tracks

265. Under the RPwD Act, 2016, Section 16 mandates that educational institutions must provide free transportation, accommodation, or financial allowance to children with benchmark disabilities living in catchment areas where neighborhood schools are not physically accessible. This ensures compliance with:
(A) Equal Access and Non-Discrimination Mandate
(B) Private Commercial School Fee Rules
(C) Teacher Recruitment Qualification Norms
(D) Overseas Student Exchange Policy

266. A student diagnosed with 'Specific Learning Disability in Written Expression' (Dysgraphia) should be provided which key accommodation during continuous summative evaluations?
(A) Allowance of speech-to-text tools, word processor, or scribe support, and non-deduction of marks for poor handwriting layout
(B) Mandatory requirement to produce double the written length of regular essays
(C) Absolute prohibition of digital typing or scribe usage
(D) Deduction of 20% marks automatically for hand-tremors

267. What is the fundamental difference between 'Equality' and 'Equity' in inclusive pedagogical policy?
(A) Equality gives everyone the exact same resources; Equity provides customized resources based on individual needs so everyone achieves equal opportunities
(B) Equality applies to CWSN; Equity applies only to general category high achievers
(C) Equality requires separate special schools; Equity requires mainstream tracking
(D) Equality is illegal under Indian Constitution; Equity is mandatory for private institutions only

MCQGPT

268. Consider the following key principles of Gender-Sensitive Pedagogy:
I. Critical reflection on gender biases in learning materials and classroom language.
II. Ensuring equal participation of all genders in STEM subjects and physical sports.
III. Restricting female students to arts and literature streams to ensure high success rates.
Which of the above represent correct principles?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

269. The 'Three-Ring Conception of Giftedness' was developed by which prominent educational psychologist?
(A) Joseph Renzulli
(B) Howard Gardner
(C) Robert Sternberg
(D) Benjamin Bloom

270. An inclusive assessment framework must prioritize which type of evaluation feedback?
(A) Diagnostic and Formative Feedback focusing on individual growth benchmarks and actionable guidance
(B) Public comparative ranking showing student rank positions on class noticeboards
(C) Punitive grading identifying failure points without diagnostic intervention
(D) Standardized norm-referenced score comparisons ignoring accommodations

271. Under the RPwD Act, 2016, who among the following is authorized to issue the official Disability Certificate?
(A) A duly notified Medical Board / Competent

multi-sensory adaptations eliminate learning barriers and foster independent conceptual understanding alongside sighted peers in inclusive mainstream settings.

16. (B) Developing spatial awareness and independent, safe movement in school and community environments
Orientation and Mobility training is a specialized instruction program designed for students with visual impairments. Orientation focuses on developing spatial awareness and understanding one's position relative to the surrounding environment, while mobility emphasizes safe, efficient, and independent physical movement using white canes and sensory cues. This training empowers visually impaired learners to navigate school buildings and community spaces autonomously.

17. (D) Using clear visual cues, face-to-face articulation, graphic organizers, and subtitled visual media
Effective instruction for students with profound hearing loss relies heavily on visual pedagogical strategies and accessible communication channels. Teachers should maintain direct face-to-face line of sight to permit speech-reading, utilize expressive visual cues, present structured graphic organizers, and incorporate subtitled instructional media. These visual supports compensate for auditory barriers, enhancing comprehension and engagement during classroom learning experiences.

18. (B) I, II, and IV only
Appropriate adaptations for hearing-impaired learners focus on enhancing visual and auditory access in the classroom. Seating the student near the front with an unobstructed view facilitates lip-reading and gesture recognition, using FM system technologies amplifies the teacher's voice over background noise, and providing written vocabulary overviews prior to lectures prepares students for oral presentations. Cluttered visual noise should be minimized.

19. (C) Breaking down a complex skill or learning task into small, sequential, manageable sub-steps
Task Analysis is an instructional strategy widely utilized in special education, particularly for learners with intellectual disabilities. It involves systematically deconstructing a complex skill, learning objective, or multi-step activity into small, sequential, manageable sub-steps. Teaching these component sub-steps incrementally allows students to master challenging tasks systematically through structured practice, immediate feedback, and scaffolded reinforcement strategies.

20. (B) Full Physical → Partial Physical → Modeling → Verbal → Visual → Independent
When introducing a new skill to a child with an intellectual disability, a most-to-least prompting hierarchy is recommended. Instruction begins with full physical guidance, gradually fading to partial physical assistance, physical modeling, verbal cues, visual prompts, and ultimately independent execution. This systematic fading process minimizes student errors, builds confidence, and fosters complete skill mastery and independence over time.

21. (A) Accurate and fluent word recognition, decoding, and spelling abilities
Dyslexia is a specific neurodevelopmental learning disability characterized primarily by persistent difficulties in accurate and fluent word recognition, phonological decoding, and spelling abilities. It stems from underlying differences in the brain's processing of language sounds, affecting reading proficiency and written expression despite adequate intelligence, intact sensory acuity, cultural exposure, and appropriate educational instruction in school settings.

22. (D) Arrange screening for Dyscalculia and advise the teacher to allow grid paper and concrete visual manipulatives
A student demonstrating persistent confusion with mathematical operational signs, column alignment errors, and mental calculation anxiety despite normal intelligence shows functional indicators of dyscalculia. The appropriate administrative response involves arranging structured diagnostic screening for dyscalculia while advising classroom teachers to implement supportive accommodations, such as visual concrete manipulatives, grid paper for column alignment, and step-by-step instructional scaffolding.

23. (B) Specific Learning Disabilities (Dyslexia)
The Orton-Gillingham approach and Visual-Auditory-Kinesthetic-Tactile (VAKT) techniques are structured, multi-sensory, evidence-based instructional methods designed specifically for

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free primary and secondary education on an equal basis with others.

55. (B) Multiple Sclerosis
The Rights of Persons with Disabilities Act of 2016 expanded disability categories to include chronic neurological conditions. Multiple Sclerosis was explicitly recognized as a specified disability for the first time under Indian law. It is an autoimmune disorder where the immune system attacks the protective myelin sheath of nerve fibers, impairing brain-body communication and causing progressive neurological dysfunction.

56. (D) Intellectual Disability
Intellectual Disability is a neurodevelopmental condition characterized by significant limitations both in intellectual functioning—such as reasoning, learning, abstract thinking, and problem solving—and in adaptive behavior, which encompasses everyday social, conceptual, and practical life skills. This condition originates during the developmental period and requires scaffolded instruction, task analysis, and functional life-skills support in educational settings.

57. (A) Body movement and muscle coordination caused by damage to the developing brain
Cerebral Palsy is defined under the Rights of Persons with Disabilities Act of 2016 as a non-progressive group of neurological conditions affecting body movement, posture, and muscle coordination. It is caused by brain damage or abnormal brain development occurring before, during, or shortly after birth, leading to varying degrees of muscle stiffness, involuntary movements, and motor control challenges.

58. (D) Parkinson's Disease and Multiple Sclerosis
Chronic Neurological Conditions under the Rights of Persons with Disabilities Act of 2016 specifically include Parkinson's Disease and Multiple Sclerosis. Parkinson's Disease is a progressive nervous system disorder affecting movement, causing tremors, rigidity, and balance difficulties. Multiple Sclerosis involves central nervous system demyelination, affecting nerve signal transmission and causing diverse sensory, motor, and cognitive impairments.

59. (B) Thalassemia
Thalassemia is explicitly recognized as a blood disorder disability under the Rights of Persons with Disabilities Act of 2016. It is an inherited genetic condition characterized by impaired hemoglobin production and reduced red blood cells, leading to severe chronic anemia. Individuals with thalassemia require regular blood transfusions and continuous medical care, requiring supportive physical accommodations in school environments.

60. (D) The child's daily practical capabilities, learning strengths, and specific environmental accommodation needs
Functional assessment in an inclusive educational context evaluates a child's practical daily capabilities, learning strengths, communication skills, and environmental accommodation needs within real-world school settings. Rather than focusing solely on clinical diagnoses or intelligence scores, functional assessment provides actionable pedagogical data, guiding teachers to design tailored Individualized Education Plans, instructional adaptations, and appropriate assistive support systems.

MCQGPT

61. (A) Establishes the student's current performance level against which progress can be objectively measured
Baseline assessment data in an Individualized Education Plan documents a student's present level of academic achievement and functional performance prior to intervention. Establishing this empirical starting point is critical because it allows educators to formulate realistic annual goals, design targeted instructional strategies, and objectively measure ongoing progress, growth, and intervention efficacy over specified evaluation periods.

62. (C) External financial auditor of the school
An Individualized Education Plan team comprises key stakeholders directly involved in a student's educational development. Standard members include general education teachers, special educators, school counselors, therapeutic specialists, school administrators, and the child's parents or guardians. External financial auditors play an administrative fiscal oversight role and are not involved in developing or reviewing educational plans for individual students.

63. (B) Annually (At least once a year)
Individualized Education Plans are dynamic educational documents that must be formally reviewed and updated at least once a year.

31. (D) Multiple Means of Representation
Presenting instructional information through diverse formats—such as written text, digital audio, graphic visual displays, and hands-on tactile objects—directly operationalizes the Universal Design for Learning principle of Multiple Means of Representation. This principle ensures that learning content is accessible to students with varying perceptual abilities, sensory needs, language backgrounds, and cognitive styles, eliminating single-modality learning barriers.

32. (D) Slanted writing board and pencil grips
Assistive technology tools are categorized by technological complexity. Low-tech tools are non-electronic, inexpensive, and simple to implement. Slanted writing boards and ergonomic pencil grips represent classic low-tech devices that assist students with motor or writing difficulties. Conversely, screen magnifiers with speech, refreshable Braille displays, and eye-tracking software represent high-tech assistive technology solutions requiring digital hardware and software.

33. (B) Experience severe difficulties in producing or understanding spoken or written language
Augmentative and Alternative Communication systems are designed to support individuals who experience significant expressive or receptive language impairments. These systems include picture communication boards, gestures, sign language, and electronic speech-generating devices. AAC supplements or replaces spoken and written language, enabling non-verbal or minimally verbal individuals to express needs, communicate ideas, and participate actively in social and educational environments.

34. (A) Collaborating, co-teaching, designing accommodations, and providing specialized instructional strategies
In an inclusive school environment, the primary function of a special educator relative to general classroom teachers is collaborative partnership. Rather than isolating students with special needs in separate rooms, the special educator collaborates on lesson planning, co-teaches within general classrooms, designs pedagogical accommodations, adapts instructional materials, and provides specialized strategies to ensure full curriculum access for all learners.

35. (B) Alternative Teaching
In the Alternative Teaching co-teaching model, one teacher delivers instruction to the larger group of students while the second teacher provides targeted, small-group instruction to a smaller subset of learners. This model allows for specialized remediation, pre-teaching, enrichment, or intensive skill support without segregating students from the general classroom setting, supporting varied learning paces and needs effectively.

36. (C) 25%
Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act mandates that private unaided and specified category schools reserve at least twenty-five percent of entry-level seats (Class I or pre-primary) for children belonging to Economically Weaker Sections and Disadvantaged Groups. The government reimburses institutions for providing free and compulsory elementary education to these enrolled students.

Equity ensures that diverse socio-economic backgrounds receive systemic support and equal learning opportunities.

37. (A) Giving targeted support and resources based on specific needs to ensure equal learning outcomes
Equity and equality represent distinct concepts in educational administration and pedagogy. Equality provides identical resources and inputs to all students regardless of baseline differences. Equity, however, involves distributing resources, instructional support, and adaptations dynamically based on individual student needs and socio-cultural backgrounds, thereby leveling the playing field and ensuring equal learning opportunities and outcomes for every child.

38. (D) Young children learn and grasp complex concepts more naturally and effectively in their familiar home language
The National Education Policy 2020 strongly emphasizes using the mother tongue or home language as the medium of instruction during foundational primary stages. Cognitive research demonstrates that young children comprehend complex concepts, develop foundational literacy, and build critical thinking skills most naturally and effectively in their familiar home language, creating a robust cognitive foundation for subsequent multi-language learning.

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reading, decoding, and spelling proficiency for dyslexic learners.

72. (A) Both A and R are true and R is the correct explanation of A
Social Stories, created by Carol Gray, are highly effective visual interventions for individuals with Autism Spectrum Disorder. Autistic learners often experience challenges with social communication and perspective-taking. Social Stories address this by describing specific social situations, context cues, expected behaviors, and appropriate responses in a structured, clear, and reassuring format, helping learners understand and navigate social interactions successfully.

73. (D) Creating a quiet sensory corner or 'cool-down' space with reduced visual/auditory stimulation
Mitigating sensory overload in students with Autism Spectrum Disorder requires providing controlled, low-stimulation environments. Creating a quiet sensory corner or cool-down space equipped with soft lighting, reduced ambient noise, comfortable seating, and calming sensory tools offers a safe refuge when environmental stimuli become overwhelming, helping autistic learners self-regulate emotional stress and restore focus.

74. (B) Impaired response inhibition, poor working memory, and difficulty organizing tasks
Attention Deficit Hyperactivity Disorder is primarily characterized by core deficits in executive functioning. Executive function impairments manifest as impaired response inhibition, difficulty sustaining focus, poor working memory capacity, diminished time management skills, and challenges in organizing multi-step academic tasks. These cognitive difficulties require structured environmental supports, visual organizers, and behavioral self-regulation strategies in the classroom.

75. (B) I, II, and IV only
Recommended interventions for students with ADHD focus on structuring tasks and reinforcing positive behavior. Breaking lengthy assignments into shorter manageable chunks with sub-deadlines reduces cognitive overload, using visual timers enhances time management awareness, and implementing token economy reinforcement systems increases on-task motivation. Seclusion in isolated hallways is an inappropriate, non-inclusive punishment.

MCQGPT

76. (A) Choose different ways to demonstrate their mastery of learning objectives (e.g., presentation, model, oral report, essay)
Differentiating the Product in Carol Ann Tomlinson's framework involves offering students varied options to demonstrate their mastery of essential learning objectives. Rather than mandating a single assessment format, teachers allow learners to choose from various output formats—such as oral presentations, physical 3D models, visual infographics, digital media projects, or written essays—matching individual learning profiles and strengths.

77. (D) Providing tiered graphic organizers and varied levels of support during task completion
Differentiating the Process involves adapting the learning activities and instructional pathways through which students make sense of core concepts. Providing tiered graphic organizers, varied scaffolding levels, flexible grouping strategies, and manipulative tools allows learners with differing readiness levels to process the same essential learning content at an appropriate level of cognitive challenge and support.

78. (C) Providing Multiple Means of Standardized High-Stakes Ranking
Universal Design for Learning is founded on three core pedagogical principles: Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression. Providing multiple means of standardized high-stakes ranking is not a principle of UDL; UDL seeks to eliminate rigid standardized barriers and offer flexible learning pathways for all students.

79. (B) Architectural design for physical accessibility (universal design in built environments)
Universal Design for Learning originated from the field of universal design in architecture, pioneered by Ronald Mace. Architectural universal design emphasized creating physical structures—such as ramps, curb cuts, and automatic doors—accessible to everyone from the outset without retrofitting. Educational researchers adapted this philosophy, advocating for curriculum frameworks designed flexibly from the start to accommodate diverse cognitive needs.

build mutual respect, reduce social stigmas, eliminate peer isolation, and establish supportive social networks within classrooms.

47. (B) Special Stipend for CWSN girls
Under the Samagra Shiksha scheme, an inclusive education component provides targeted financial assistance to support students with special needs from pre-school through secondary levels. To promote retention, reduce dropout rates, and encourage educational continuity among female CWSN, the scheme specifically includes a dedicated Special Stipend for CWSN girls, helping cover educational, transport, and therapeutic expenses.

48. (A) I and II only
Under the Sugamya Bharat Abhiyan (Accessible India Campaign), educational physical accessibility standards require installing ramps with anti-skid surfaces and continuous handrails, tactually paved pathways for visually impaired navigation, and accessible gender-segregated sanitation facilities equipped with grab bars, low-height sinks, and wide doorways. High-speed elevators are not mandatory for single-story school structures.

49. (A) Reaffirmed the right to education for every individual within the regular school system regardless of physical or intellectual differences
The landmark Salamanca Statement and Framework for Action, adopted at a UNESCO conference in 1994, established a global consensus on inclusive education. It reaffirmed the fundamental right to education for every child within the regular school system, asserting that mainstream schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, and achieving education for all.

50. (B) A dedicated space with assistive materials where CWSN receive targeted pull-out support for specific skill development
In an inclusive school structure, a Resource Room serves as a specialized supportive environment equipped with assistive technologies, tactile materials, and therapeutic resources. Students with special needs spend the majority of their school day in regular classrooms but visit the resource room for short, targeted pull-out sessions to receive specialized skill instruction, speech therapy, or remedial support from special educators.

51. (B) An individual physical or mental impairment/ deficit residing within the person requiring medical cure or rehabilitation
The medical model of disability conceptualizes disability as an individual physical, sensory, or cognitive impairment residing within the person. It views the condition primarily as a clinical deficit, organic pathology, or biological abnormality that requires medical diagnosis, treatment, surgical intervention, or clinical rehabilitation to cure or normalize the individual so they can adapt to standard societal expectations.

52. (B) Direct that resource room support be restricted to targeted pull-out or push-in sessions, keeping CWSN in regular classrooms
To enforce true inclusion, a principal must prevent the practice of using resource rooms as permanent isolation spaces. The principal should direct that resource room support be limited to targeted pull-out or push-in sessions for specific skill instruction, ensuring that students with special needs remain placed in regular mainstream classrooms alongside non-disabled peers for the vast majority of instructional time.

53. (B) Unfavorable societal attitudes, inaccessible architectural structures, and inflexible systemic barriers
The social model of disability asserts that disability is not an inherent individual deficit, but rather a consequence of societal structures. It posits that disability is created when society constructs environmental barriers, inaccessible physical infrastructure, inflexible institutional policies, and negative attitudinal prejudices that systematically exclude, marginalize, and restrict full participation for individuals living with physical or cognitive impairments.

54. (A) Equal opportunity, dignity, and full participation in mainstream society
The United Nations Convention on the Rights of Persons with Disabilities mandates that state parties ensure an inclusive education system at all levels. This rights-based framework requires providing equal opportunities, upholding human dignity, eliminating discrimination, and fostering full community participation. Educational systems must ensure that persons with disabilities access inclusive, quality, and

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individuals with Specific Learning Disabilities, particularly dyslexia. By simultaneously engaging visual, auditory, kinesthetic, and tactile sensory pathways, these techniques strengthen brain connections involved in letter-sound association, decoding, word recognition, and reading fluency, significantly enhancing written language skill acquisition.

24. (D) Predictable schedules, structured visual timetables, and clear explicit transitions
Creating a supportive physical and instructional environment for a student with Autism Spectrum Disorder requires structure, predictability, and environmental consistency. Providing clear daily schedules, structured visual timetables, explicit transition cues, and organized physical spaces reduces environmental anxiety, minimizes sensory overload, aids executive function processing, and promotes independent task navigation within inclusive mainstream classroom settings.

25. (D) Structured teaching, clear physical organization, visual schedules, and visually structured activities
The TEACCH framework for individuals with Autism Spectrum Disorder emphasizes structured teaching methodology. Key principles include organizing the physical environment clearly, establishing consistent visual schedules, utilizing visually structured work systems, and designing explicit learning tasks. These structural supports capitalize on the strong visual processing strengths of autistic individuals, fostering independence, reducing anxiety, and improving educational task engagement.

26. (B) Providing short, structured tasks with immediate positive reinforcement and regular active movement breaks
Effective behavioral management for students with Attention Deficit Hyperactivity Disorder involves adapting instruction to support self-regulation and sustained attention. Structuring learning activities into short, manageable segments, providing immediate positive reinforcement for task completion, and incorporating scheduled movement breaks helps channel motor restlessness constructively, improves focus, reduces classroom frustration, and enhances overall academic participation in inclusive settings.

27. (A) Near the teacher's desk, away from high-traffic distractions, flanked by supportive role-model peers
Optimal physical seating for a student with ADHD involves positioning the learner close to the teacher's desk and away from high-traffic distractions like windows, doors, or noisy equipment. Flanking the student with supportive, focused peers provides positive behavioral modeling. This strategic placement allows discreet teacher redirection, minimizes environmental sensory stimuli, and helps sustain cognitive attention on classroom tasks.

MCQGPT

28. (D) I, II, and III
Carol Ann Tomlinson's differentiated instruction framework identifies content, process, and product as key instructional dimensions. Content refers to the knowledge and skills students need to learn or how access is provided; Process encompasses activities through which students master ideas; and Product includes culminating projects enabling students to demonstrate, rehearse, and extend their accumulated learning effectively.

29. (D) Differentiation is flexible, learner-centered, and uses proactive continuous assessment, whereas tracking permanently labels students into static ability groups
Differentiated instruction differs fundamentally from ability tracking or streaming. Tracking permanently categorizes students into static ability groups, limiting learning options and generating socio-emotional stigmas. In contrast, differentiation is a flexible, learner-centered pedagogical philosophy that utilizes proactive continuous assessment to group students dynamically based on evolving readiness levels, interests, and learning profiles, maintaining high expectations for all learners.

30. (C) Providing Multiple Means of Standardized High-Stakes Ranking
Universal Design for Learning is built upon three core pedagogical principles: providing Multiple Means of Engagement (the 'why' of learning), Multiple Means of Representation (the 'what' of learning), and Multiple Means of Action and Expression (the 'how' of learning). Universal Design for Learning explicitly avoids rigid, standardized high-stakes ranking, focusing instead on flexible, barrier-free learning designs for all students.

Annual reviews allow the multidisciplinary team to evaluate the student's progress toward measurable goals, revise learning targets based on accumulated assessment data, adjust specialized support services, and ensure that instructional accommodations continue to reflect the learner's evolving needs.

64. (D) Using high-contrast, bold, large-print text and glare-reducing paper surfaces
When adapting instructional materials for students with low vision, providing high-contrast, bold, large-print text on glare-reducing matte paper surfaces is most effective. Maximizing visual contrast between text and background, adjusting font size, and optimizing room lighting enhance visual clarity and readability, allowing low-vision learners to read instructional materials comfortably without experiencing visual fatigue or physical eyestrain.

65. (A) Screen-reading software designed for visually impaired computer users
NonVisual Desktop Access (NVDA) and Job Access With Speech (JAWS) are popular screen-reading software programs designed for individuals with visual impairments. These assistive tools read digital text displayed on computer screens aloud using synthetic speech engines or output text to refreshable Braille displays, enabling blind and low-vision users to navigate software applications, browse websites, and process electronic documents independently.

66. (C) Turning their back to the class while speaking or covering their mouth
When communicating with a hard-of-hearing student who relies on speech-reading (lip-reading), teachers must maintain unobstructed visual contact. Teachers should avoid turning their back to the class while speaking, writing on the blackboard while lecturing, or covering their mouth with hands or instructional materials, as these actions obscure facial expressions and lip movements necessary for visual language comprehension.

67. (B) Cochlear Implant
A Cochlear Implant is an surgically implanted electronic device designed for individuals with severe to profound sensorineural hearing loss. Unlike traditional hearing aids that merely amplify acoustic sound, a cochlear implant converts sound signals into electrical impulses, bypassing damaged hair cells in the inner ear to stimulate the auditory nerve directly, providing perceived sound signals to the brain.

68. (A) I and II only
Effective instructional strategies for students with intellectual disabilities include chaining techniques and concrete manipulatives. Forward and backward chaining break complex tasks into sequential steps, reinforcing each component, while multisensory concrete manipulatives render abstract concepts tangible. Conversely, high-speed abstract lectures lacking visual prompts exacerbate learning difficulties, presenting severe barriers for learners with intellectual impairments.

69. (D) Providing explicit assistance or cues (physical, visual, verbal) to help a student perform a desired response
In special education pedagogy, prompting involves providing explicit instructional assistance or cues to guide a learner toward performing a correct target response. Prompts can be physical, modeling, visual, gestural, or verbal. Systematic prompting hierarchies, combined with systematic prompt-fading procedures, support skill acquisition, prevent repeated student errors, and build independent task performance over time.

70. (B) Dysgraphia
Dysgraphia is a specific learning disability affecting written expression and fine motor coordination required for writing. Students with dysgraphia demonstrate persistent difficulties with handwriting legibility, letter formation, spatial spacing between words, line alignment, writing speed, and spelling, despite possessing average or above-average intellectual capability, intact vision, and adequate educational opportunities in school settings.

MCQGPT

71. (A) Visual, Auditory, Kinesthetic, and Tactile (VAKT)
The Multi-Sensory Structured Language approach integrates visual, auditory, kinesthetic, and tactile (VAKT) sensory pathways simultaneously to reinforce language learning. By linking what students see, hear, say, and feel—such as tracing tactile letters while pronouncing phoneme sounds—this approach builds strong neural connections, significantly improving

39. (B) Integrate students' cultural backgrounds, life experiences, and linguistic resources into everyday curriculum transaction
Culturally Responsive Pedagogy requires educators to recognize and value the diverse cultural backgrounds, lived experiences, and home languages of all students as rich instructional assets. Teachers integrate these socio-cultural perspectives into daily curriculum design, classroom discourse, and learning activities, making instruction meaningful, validating student identities, and enhancing cognitive engagement and academic success across diverse student cohorts.

40. (B) Critically examining teaching materials, language, and classroom practices to eliminate gender stereotypes and promote equal participation
Gender-sensitive pedagogy involves critically examining learning materials, teacher language, seating arrangements, and instructional practices to identify and eliminate gender biases and stereotypes. It actively promotes equal participation, leadership, and learning opportunities for all genders across academic subjects, physical activities, and co-curricular domains, creating an equitable classroom environment free from traditional gender-role expectations.

41. (B) Showing diverse representations of both genders in non-stereotypical roles (e.g., female scientists, male caregivers)
Gender-fair learning materials depict individuals of all genders in diverse, non-stereotypical roles and contexts. Examples include portraying women as scientists, engineers, and political leaders, and men as empathetic caregivers, nurses, and homemakers. Such balanced representations counteract societal gender stereotypes, broaden student aspirations, and cultivate gender-equitable perspectives among young learners within inclusive educational environments.

42. (A) Both A and R are true and R is the correct explanation of A
Joseph Renzulli's Three-Ring Conception defines giftedness as an interaction among three basic clusters of human traits: above-average intellectual ability, high levels of task commitment, and high levels of creativity. A high intelligence quotient alone is insufficient; functional real-world giftedness requires internal motivation, perseverance, and creative problem-solving capabilities to translate potential into outstanding achievement.

43. (D) Curriculum Compacting
Curriculum Compacting is an instructional strategy designed for academically advanced or gifted learners. It involves assessing students' existing knowledge of upcoming curriculum units, eliminating content already mastered, and streamlining remaining instruction. The time saved is subsequently redirected toward advanced enrichment projects, independent research, or accelerated learning opportunities tailored to the student's intellectual interest and readiness.

44. (A) Accommodations change how a student accesses learning without altering expectations; modifications alter learning standards
In special education assessment, accommodations and modifications serve distinct purposes. Accommodations adjust how a student accesses educational content or demonstrates learning—such as extra time, Braille materials, or audio formats—without altering underlying learning expectations or standards. Modifications, conversely, fundamentally alter what a student is expected to learn or master, changing curriculum standards or performance indicators.

45. (B) I, II, and IV only
Authorized assessment accommodations for students with benchmark disabilities under standard examination guidelines include providing compensatory extra time (minimum twenty minutes per hour), granting an eligible scribe or reader for candidates with motor or visual limitations, and offering exemptions from third language requirements or options for alternative subjects. Imposing mark deductions for utilizing scribe assistance is strictly prohibited.

46. (A) Peer-tutoring programs, disability awareness workshops, empathy-building simulations, and collaborative games
Sensitizing peer groups toward children with special needs requires proactive administrative and pedagogical strategies. School leaders should foster inclusive school cultures by implementing structured peer-tutoring programs, holding disability awareness workshops, conducting empathy-building simulation activities, and organizing collaborative games. These initiatives

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80. (A) Alternative keyboards and adaptive switch interfaces
Assistive technology for students with orthopedic impairments or severe physical motor disabilities focuses on providing accessible computer input methods. Alternative keyboards with large keys, keyguards, head-pointing systems, and adaptive switch interfaces allow individuals with limited fine motor control or voluntary limb movement to navigate computer software, type text, and engage in digital learning tasks independently.

81. (B) Converts digital text displayed on a screen into synthesized speech or output on a Braille display
Screen reader software is an assistive technology that reads digital text displayed on computer or mobile screens and converts it into synthesized speech output or sends it to a refreshable Braille display. This technology enables blind and visually impaired users to independently access digital content, navigate operating systems, read electronic documents, and use internet resources.

82. (B) Convene an IEP meeting to co-plan adapted curriculum goals and implement active task-analyzed instruction
When a student with a mild intellectual disability is left sitting passively in class, the principal must enforce inclusive practices immediately. The correct leadership action is to convene an IEP meeting with the class teacher, special educator, and parents to review the student's learning targets, design adapted curriculum goals, and implement structured, task-analyzed instruction within the regular classroom setting.

83. (B) Content and students are divided into stations, and both teachers teach specific content as student groups rotate across stations
In the Station Teaching co-teaching model, instructional content and classroom physical space are divided into distinct learning stations. Both teachers are assigned to specific stations to deliver targeted instruction, while independent or peer-learning stations may also be established. Small groups of students rotate systematically across all stations, benefiting from reduced student-teacher ratios and active engagement.

84. (B) 6 to 18 years
While Section 3 of the Right to Education Act of 2009 guarantees free and compulsory education to children aged six to fourteen years, the Rights of Persons with Disabilities Act of 2016 explicitly extends this age bracket for children with benchmark disabilities, granting them the legal right to free education in neighborhood schools from six to eighteen years of age.

MCQGPT

85. (B) To the maximum extent appropriate, with peers who are non-disabled in general education settings
The Least Restrictive Environment principle mandates that children with special needs should be educated alongside non-disabled peers in general education settings to the maximum extent appropriate. Special classes, separate schooling, or removal from the regular educational environment occurs only when the nature or severity of a disability prevents successful education in regular classes even with supplementary aids and services.

86. (B) A rich asset and cognitive resource for multilingual learning and conceptual flexibility
In inclusive pedagogy, linguistic diversity in the classroom is recognized as a rich asset and cognitive resource rather than a handicap. Exposure to multiple languages enhances metalinguistic awareness, cognitive flexibility, abstract reasoning, and creative problem-solving skills. Teachers leverage students' native language backgrounds as instructional bridges to construct new knowledge and foster inclusive, culturally validating learning environments.

87. (B) Standardized nationally, with official curriculum materials developed for hearing-impaired students
The National Education Policy 2020 mandates that Indian Sign Language will be standardized across the country. Furthermore, national and state curriculum materials will be developed for use by students with hearing impairments. Standardizing Indian Sign Language ensures uniform, high-quality accessible educational resources, promoting literacy, communication, and educational equity for deaf and hard-of-hearing learners nationwide.

88. (A) I and II only
Gender-sensitive pedagogy involves utilizing gender-neutral terminology (such as 'chairperson' or 'police officer') to eliminate linguistic bias and ensuring equal distribution of leadership roles among all students. Assigning tasks based on traditional gender stereotypes—such as asking

boys to perform math tasks and girls to handle classroom decorations—reinforces harmful biases and contradicts gender-responsive teaching practices.

89. (B) Historical contributions of women scientists, leaders, and artists are omitted or presented as secondary
Gender bias in textbook materials manifests when historical, scientific, literary, and societal contributions of women are omitted, minimized, or presented as secondary to male achievements. Furthermore, portraying men exclusively in active leadership or professional roles while depicting women solely in passive domestic settings reinforces gender stereotypes, requiring systematic curriculum audits to ensure balanced visual and textual representation.

90. (B) Utilizing comprehensive multi-dimensional assessments, behavioral observations, performance portfolios, and dynamic assessment tools
Identifying twice-exceptional (2e) learners—students who are intellectually gifted and also possess a disability—requires a comprehensive, multi-dimensional assessment approach. Standardized timed IQ tests often mask giftedness due to disability-related processing challenges. Utilizing varied identification measures, including behavioral checklists, student portfolios, qualitative observations, dynamic assessments, and teacher nominations, ensures accurate identification of both strengths and learning needs.

91. (C) First-hand investigation of real-world problems where students act as authentic first-hand inquirers
In Joseph Renzulli's Enrichment Triad Model, Type III enrichment involves investigative activities where advanced learners act as authentic first-hand inquirers. Students select real-world problems, apply artistic or scientific research methodologies, develop original products, and direct solutions toward real audiences. This self-directed investigative process fosters high-level task commitment, advanced creative problem-solving, and professional skill development.

92. (B) Continuous, flexible, diagnostic, and adapted to provide constructive feedback for learning adjustment
Formative assessment in an inclusive classroom is continuous, flexible, diagnostic, and learner-centered. Its primary purpose is to monitor ongoing student learning progress, provide timely constructive feedback, and guide teachers in adjusting pedagogical strategies to meet diverse student needs. Formative assessment utilizes varied, adapted assessment tools rather than rigid, single-shot standard testing, promoting individual growth over comparative ranking.

93. (B) Portfolios, oral presentations, performance tasks, visual demonstrations, and continuous observational rubrics
Alternative Assessment methods provide flexible, non-traditional avenues for students with special needs to demonstrate learning achievement. Examples include student work portfolios, oral presentations, practical performance tasks, visual demonstrations, digital projects, and observational rubrics. These methods accommodate diverse sensory, motor, and cognitive profiles, offering a fair and comprehensive evaluation of student growth without relying solely on traditional written tests.

94. (B) Tutors and tutees both demonstrate academic gains, enhanced social interactions, and positive attitudes toward diversity
Peer-mediated learning strategies, such as ClassWide Peer Tutoring, benefit inclusive classrooms by fostering collaborative learning pairs. Research confirms that both student tutors and tutees experience significant academic gains, improved subject mastery, enhanced social interaction skills, and increased empathy toward human diversity. This structured reciprocal framework reinforces learning concepts while building a supportive socio-emotional classroom community.

95. (B) Pre-primary, Primary, Middle, and Secondary stages
The PRASHAST mobile screening application developed by NCERT contains structured observation checklists organized across four comprehensive stages of school education: Pre-primary, Primary, Middle, and Secondary stages. This wide coverage allows schoolteachers to conduct systematic disability screening,

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early identification, and functional evaluation across all school grade levels, supporting timely educational interventions and resource provisioning.

96. (B) A duly constituted Medical Board set up by the government
Under the Rights of Persons with Disabilities Rules, an official Certificate of Disability is issued by a competent medical authority comprising a duly constituted Medical Board established by the government. The board includes medical specialists relevant to the specific disability category who evaluate the individual using standardized clinical metrics to certify the presence and percentage of disability.

97. (B) Adapting the complexity, depth, or representation format of concepts being taught based on student readiness
Differentiating Content in Carol Ann Tomlinson's model involves adapting what is taught or how access to learning concepts is provided. Teachers differentiate content by adjusting the depth, abstraction, or complexity of topics and presenting information through varied representation formats—such as audio, visual, tactile, or simplified text—matching student readiness levels, cognitive profiles, and background knowledge.

98. (B) Temporary instructional support provided to help a learner master a task just beyond independent capability
In inclusive pedagogy, scaffolding refers to temporary instructional support provided by teachers or peers to enable a learner to accomplish a task that lies just beyond their current independent capability. As the student develops skill proficiency and cognitive mastery, these supports—such as visual prompts, graphic organizers, modeling, and hint cues—are gradually faded, leading to independent learning.

99. (B) Lev Vygotsky
The concept of the Zone of Proximal Development (ZPD) was formulated by the influential psychologist Lev Vygotsky. ZPD represents the distance between a learner's actual developmental level determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers, forming the theoretical foundation for instructional scaffolding.

100. (B) Peripheral vision loss (Glaucoma)
Peripheral vision loss, commonly associated with medical conditions such as glaucoma or retinitis pigmentosa, is characterized by maintaining clear central vision while experiencing a constriction or complete loss of the outer peripheral visual field. This condition creates a visual restriction often referred to as tunnel vision, requiring specific spatial orientation and environmental movement adaptations in educational settings.

101. (A) Tactile graphics board / Thermoform diagrams
A tactile graphics board or Thermoform diagram unit is a specialized educational tool widely used to create tactile diagrams, raised-line maps, geometric shapes, and graphic illustrations for visually impaired students. By converting two-dimensional visual images into raised, tactile surfaces, these tools enable blind learners to explore visual concepts, spatial relationships, and geometric properties through touch.

102. (A) Both A and R are true and R is the correct explanation of A
The Total Communication approach for deaf learners incorporates a flexible combination of communication modes, including speech, speech-reading, gestures, formal sign language, cued speech, finger-spelling, and residual auditory training. Recognizing that no single communication method suits every hearing-impaired individual universally, Total Communication tailors communication pathways to optimize linguistic comprehension, cognitive development, and educational access for every learner.

103. (B) Reframing deaf status not as a deficit or loss, but as a unique sensory experience, culture, and cognitive gain for human diversity
The concept of Deaf Gain in modern deaf studies reframes deaf identity by challenging traditional medical deficit perspectives. Rather than viewing deafness as a sensory loss requiring clinical repair, Deaf Gain highlights the unique visual perspective, rich linguistic sign culture, visual spatial processing strengths, and socio-cultural diversity that deaf individuals contribute to human society and educational communities.

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120. (B) Moving a student through educational programs at a faster pace or younger age (e.g., grade skipping, dual enrollment)
In gifted education, Acceleration refers to administrative and pedagogical strategies that advance intellectually gifted students through educational programs at a faster pace or younger age than standard norms. Acceleration practices include early school admission, grade skipping, subject-matter acceleration, curriculum compacting, and dual-enrollment programs, providing advanced cognitive challenge matched to the student's exceptional learning speed.

121. (B) General exploratory experiences designed to expose students to a wide variety of disciplines, topics, and occupations
In Joseph Renzulli's Enrichment Triad Model, Type I enrichment consists of general exploratory experiences. These activities are designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, and world issues that are not typically covered in the standard school curriculum, thereby sparking student interest and inspiring topics for deeper investigative study.

122. (B) Universal design in assessment, accommodations, alternative assessment modes, and continuous progress monitoring
An inclusive assessment framework prioritizes universal design principles, flexible assessment modes, individual accommodations, and continuous progress monitoring. Rather than relying solely on rigid, single-shot written tests that penalize students with sensory, physical, or processing differences, inclusive assessment offers diverse modes for students to demonstrate competence, evaluating individual growth against criterion-referenced benchmarks fairly.

123. (B) Accurately transcribe word-for-word what the candidate dictates or indicates without prompting or correcting
The primary function of a scribe (writer) in formal examinations for a student with a disability is to serve as an accurate transcription instrument. The scribe must write or type word-for-word exactly what the candidate dictates or indicates, without explaining questions, offering hints, correcting errors, or influencing student answers, ensuring that evaluation reflects the candidate's authentic knowledge.

124. (B) Build an intentional support network of peers around an isolated student or CWSN to promote social inclusion
Circle of Friends is an intentional peer-sensitization technique used in inclusive schools to build a supportive social network around a student who experiences isolation, behavioral difficulties, or disabilities. Guided by an educator, a dedicated group of peer volunteers meets regularly to discuss inclusion challenges, organize joint social activities, encourage peer interaction, and foster meaningful friendships within the school.

125. (A) SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Shiksha Abhiyan), and TE (Teacher Education)
The Samagra Shiksha scheme is an overarching flagship program for the school education sector extending from pre-school to Grade 12. Launched by the Ministry of Education, it subsumed three pre-existing Centrally Sponsored Schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE), unifying school administration and inclusion resource allocation.

126. (B) Every 5 years
Section 17 of the Rights of Persons with Disabilities Act of 2016 mandates that local authorities conduct systematic surveys of school-going children with disabilities at least once every five years. These periodic surveys identify children with disabilities, assess their educational needs, monitor enrollment status, and plan local educational infrastructure, specialized services, and inclusion resources effectively across catchments.

127. (B) Modifying games, rules, equipment, and environment so all students participate meaningfully alongside peers
Inclusive Physical Education focuses on adapting physical activities, game rules, sports equipment, and physical environments so that all students, regardless of physical or sensory capabilities, participate meaningfully alongside non-disabled peers. IPE emphasizes ability-focused adaptations, cooperative movement games, non-discriminatory participation, physical fitness development, and social interaction, rejecting non-inclusive practices that isolate or exclude CWSN from physical activities.

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112. (B) Implement bridge learning sessions, use culturally responsive teaching, and leverage local dialect words as scaffolding
When supporting a student from a migrant family facing dialectal barriers and seasonal absenteeism, the Head of Institution should guide the teacher to adopt an inclusive, supportive approach. Implementing targeted bridge learning sessions, practicing culturally responsive teaching, and utilizing local dialect vocabulary as temporary instructional scaffolding validates the learner's background while building language confidence and academic continuity.

113. (A) Leprosy Cured Person, Cerebral Palsy, Dwarfism, Muscular Dystrophy, and Acid Attack Victims
Under the Rights of Persons with Disabilities Act of 2016, Locomotor Disability is defined as an inability to execute distinctive activities associated with movement of the self and objects. It explicitly encompasses five specific sub-categories: Leprosy Cured Persons, Cerebral Palsy, Dwarfism, Muscular Dystrophy, and Acid Attack Victims, establishing clear legal recognition and structural accommodation entitlements.

114. (B) Locomotor Disability
Under the Rights of Persons with Disabilities Act of 2016, Acid Attack Victims are legally categorized under the broad umbrella of Locomotor Disability. The statute recognizes that severe burns caused by acid violence often lead to physical disfigurement, tissue destruction, joint contractures, and restricted physical mobility, requiring specialized physical, psychological, surgical, and educational support services.

115. (A) Progressive degeneration and weakening of skeletal muscles controlling voluntary movement
Muscular Dystrophy refers to a group of hereditary genetic disorders characterized by progressive degeneration and weakening of the skeletal muscles that control voluntary body movement. Students with muscular dystrophy experience physical fatigue, progressive mobility loss, and motor challenges over time, requiring physical environmental adaptations, barrier-free access ramps, assistive technology, and adapted physical education routines in schools.

116. (B) Provision of remedial instruction and re-examination within two months; detention permitted only if re-examination is failed
Statutory amendments to the Right to Education Act and provisions aligned with NEP 2020 allow state authorities to hold regular examinations at Grade 5 and Grade 8 stages. If a child fails, mandatory remedial instruction must be provided, followed by a re-examination within two months. Detention is permitted only if the student fails the re-examination process.

117. (B) Providing accessible digital books, audiobooks, Braille media, and adapted devices based on diverse learning profiles
Applying Equity to school library and ICT learning resource allocation requires providing accessible formats tailored to diverse student profiles. Rather than providing identical printed materials to all, equity ensures the provision of accessible e-books, audiobooks, screen-reading software, Braille publications, large-print texts, and adapted hardware interfaces, ensuring that every student accesses information and digital learning effectively.

118. (C) National Education Policy (NEP) 2020
The National Education Policy 2020 introduced the comprehensive concept of Socio-Economically Disadvantaged Groups (SEDGs) to address educational inequities systematically. SEDGs encompass learners categorized across five specific dimensions: gender identities (women and transgender individuals), socio-cultural identities (SC, ST, OBC), geographical identities, socio-economic conditions (migrants, low-income households), and individuals with disabilities, target-funding resources accordingly.

119. (B) Hidden curriculum biases, gender stereotyping, and inequitable classroom dynamics
Integrating Gender Studies and gender-sensitive pedagogical modules into teacher preparation frameworks aims to identify and eliminate hidden curriculum biases, gender stereotypes, and discriminatory classroom dynamics. Educators learn to examine teaching materials critically, adopt non-sexist language, distribute teacher-student interactions equitably, and foster gender-fair learning environments where all students pursue academic and co-curricular aspirations freely.

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acts as a tutor, providing instruction, practice cues, and feedback to the tutee. Peer tutoring reinforces academic concepts, fosters cooperative learning, enhances communication skills, and builds positive socio-emotional relationships in inclusive classrooms.

171. (A) Identification camps, assistive devices, transport allowance, therapeutic services, and special educator support
Under the Samagra Shiksha scheme, the CWSN component provides dedicated financial support for inclusive education initiatives. Funded provisions include organizing identification and assessment camps, supplying free aids and assistive devices, providing transport and escort allowances, delivering therapeutic services, funding stipends for CWSN girls, and appointing specialized educators in government and government-aided schools.

172. (B) Ramps with anti-skid surfaces and handrails, tactile ground indicators, widened doorways, and adapted accessible toilets
Physical infrastructure compliance under the Sugamya Bharat Abhiyan (Accessible India Campaign) requires installing ramps with anti-skid surfaces and double-height handrails, tactile ground indicators for visually impaired navigation, widened door frames for wheelchair access, accessible gender-segregated sanitation facilities with grab bars, low-height fixtures, and unobstructed barrier-free pathways across campuses.

173. (B) Learners vary significantly in cognitive abilities, learning styles, background knowledge, and developmental rates, requiring adapted instruction
The psychological principle of Individual Differences asserts that learners vary significantly in cognitive capabilities, processing speeds, sensory preferences, learning styles, prior knowledge, and socio-emotional development. Consequently, uniform, one-size-fits-all instruction creates learning barriers, requiring educators to adopt flexible, differentiated, and inclusive pedagogical strategies to address diverse student profiles effectively in classrooms.

174. (A) Epilepsy
Epilepsy is recognized as a chronic neurological condition under disability frameworks. It is characterized by recurrent, unprovoked electrical disturbances in brain activity causing seizures, altered consciousness, or involuntary muscle spasms. In school settings, managing epilepsy involves creating safe environments, educating staff on seizure first-aid protocols, minimizing stress triggers, and supporting regular academic continuity.

175. (B) Creating a rich, flexible learning environment that offers learning choices accessible to all students in the regular classroom
Inclusive Pedagogy differs from traditional special education pedagogy by focusing on creating rich, flexible learning environments that offer diverse options accessible to all students within general classrooms. Rather than designing isolated interventions exclusively for labeled CWSN, inclusive pedagogy adapts curriculum delivery, classroom organization, and teaching strategies to accommodate learner diversity collectively without segregation.

176. (A) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Inclusive education aligns directly with Sustainable Development Goal 4 of the United Nations 2030 Agenda. SDG 4 mandates state parties to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all individuals. It emphasizes eliminating gender disparities, removing learning barriers, ensuring equal access for vulnerable populations, and building inclusive, child-friendly learning environments worldwide.

177. (A) Participation, completion of education, and attainment levels
Section 16 of the Rights of Persons with Disabilities Act of 2016 requires educational institutions to systematically monitor key educational outcomes for students with disabilities. Schools must track and support participation rates, progress continuity, successful completion of elementary and secondary education, and academic attainment levels, ensuring that inclusive education translates into meaningful developmental success.

178. (A) Permanent disability affecting speech components due to organic or neurological cause
Under the Rights of Persons with Disabilities Act of 2016, Speech and Language Disability is defined as a permanent disability affecting

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128. (A) I and II only
Appropriate assistive technology tools for students with dysgraphia include speech-to-text dictation software, graphic organizers, and word prediction applications. Speech-to-text software allows students to bypass motor writing challenges, while graphic organizers and word prediction software support written composition and spelling. FM radio systems amplify acoustic signals for hearing impairments and are unrelated to dysgraphia support.

129. (B) Proactively designing flexible learning goals, methods, materials, and assessments to accommodate learner diversity
Universal Design for Learning focuses on proactively designing curriculum goals, instructional methods, learning materials, and assessment tools from the outset to accommodate learner diversity. Rather than retrofitting adjustments after students experience failure, UDL embeds pedagogical flexibility and choice into curriculum architecture, minimizing learning barriers and optimizing educational access for all students across diverse learning profiles.

130. (B) Comprehension and expression of spoken language
Dysphasia (or developmental aphasia) is a specific neurodevelopmental language condition characterized by persistent difficulty in comprehending, processing, or producing spoken language. Individuals with dysphasia experience challenges in word retrieval, sentence construction, auditory verbal processing, and spoken expression, despite intact hearing acuity and adequate intelligence, requiring targeted speech-language therapy and visual communication supports in school settings.

131. (B) Vestibular system
The vestibular sensory system, located in the inner ear, processes spatial orientation, physical movement, head position, and bodily balance. Students with Autism Spectrum Disorder or Attention Deficit Hyperactivity Disorder often experience vestibular processing differences, manifesting as sensory seeking (rocking, spinning, or pacing) or sensory avoidance. Regulating vestibular input through flexible seating, swinging, or movement breaks helps restore self-regulation.

132. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation supports inclusive education effectively when implemented flexibly. CCE emphasizes ongoing formative assessment, diagnostic feedback, and diverse evaluation modes—such as portfolios, observations, and project tasks—rather than relying solely on single-shot high-stakes examinations. This continuous, flexible approach evaluates individual student growth against personal baselines, accommodating diverse learning styles and abilities.

133. (B) 4 feet 10 inches (147 cm) or less
Under the Rights of Persons with Disabilities Act of 2016, Dwarfism is legally defined as a medical or genetic condition resulting in an adult height of four feet ten inches (147 centimeters) or less. Recognizing dwarfism as a distinct specified disability ensures legal entitlements to physical barrier-free accessibility, adapted classroom furniture, non-discriminatory treatment, and targeted socio-educational support.

134. (B) Thalassemia
Thalassemia is a specified genetic blood disorder recognized under the Rights of Persons with Disabilities Act of 2016. It is an inherited condition characterized by impaired hemoglobin synthesis, causing severe chronic anemia and requiring lifetime blood transfusions. In educational settings, students with thalassemia require physical exertion adjustments, medical emergency protocols, and supportive absenteeism management policies.

135. (A) I, II, and IV only
Key features of an Individualized Education Plan include its formulation specifically for children identified with special needs, detailed statements of special education services and accommodations, and clear evaluation criteria with schedules for progress monitoring. IEPs are collaborative documents developed with mandatory parental participation, making parental exclusion a violation of special education guidelines.

136. (B) Team Teaching (Interactive Teaching)
Team Teaching is a co-teaching model where the general education teacher and special education teacher deliver instruction simultaneously to the entire class as equal partners. Both educators

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104. (A) Physical Prompt → Visual Prompt → Independent
Systematic prompt fading involves gradually reducing instructional support as a student with an intellectual disability acquires skill competence. Moving from a physical prompt (most intrusive) to a visual prompt (less intrusive) and ultimately to independent execution illustrates systematic prompt fading. Fading prevents prompt dependency, reinforces student self-efficacy, and promotes autonomous task completion across learning contexts.

105. (A) I, II, and IV only
Specific Learning Disabilities are characterized by an uneven academic profile showing marked discrepancies between intellectual potential and achievement, average or above-average intelligence, and persistent difficulties in specific domains like reading, writing, or mathematics. Crucially, an SLD is not primarily caused by sensory impairments, intellectual disability, environmental disadvantage, or lack of appropriate educational instruction.

106. (B) Allowing speech-to-text software, scribes, or oral examinations
For students with dysgraphia, effective pedagogical adaptations focus on bypassing fine motor writing barriers during assessments. Allowing speech-to-text dictation software, providing scribe assistance, utilizing word processors, or conducting oral examinations enables dysgraphic learners to express complex thoughts, demonstrate subject-matter knowledge, and undergo accurate evaluation without being penalized for severe handwriting illegibility or motor fatigue.

107. (B) Asperger's Syndrome
High-functioning Autism was historically referred to in clinical diagnostic literature as Asperger's Syndrome. Individuals with this profile typically demonstrate average or above-average intellectual capabilities and well-developed formal spoken language skills, but experience persistent challenges in social interaction, non-verbal communication, social reciprocity, perspective-taking, emotional self-regulation, and adherence to rigid interests or routines.

108. (A) I and III only
Mitigating sensory overload in autistic students involves proactive environmental adaptations. Providing noise-canceling headphones during loud events like assemblies or athletic activities protects against auditory distress, while establishing a quiet, low-stimulation calm-down corner in the school offers a sanctuary for emotional self-regulation. Forcing students into unexpected, loud fire drills without visual preparation triggers severe sensory panic.

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109. (B) Repetitive parrot-like repetition of words or phrases spoken by others
Echolalia is a communication characteristic frequently observed in individuals with Autism Spectrum Disorder. It refers to the immediate or delayed repetition of words, phrases, or vocal sounds spoken by other people. Rather than being meaningless noise, echolalia often serves important functional communication purposes, including speech processing, emotional self-regulation, conversational turn-taking, and expressive communication attempts.

110. (B) Provide a flexible seating option (such as a wobble stool or seat cushion) and designated movement breaks
For a student with ADHD who exhibits motor restlessness, providing flexible seating options—such as wobble stools, sensory seat cushions, or standing desks—and scheduling structured movement breaks is highly beneficial. These physical accommodations channel excess physical energy, satisfy vestibular and proprioceptive sensory needs, reduce disruptive classroom fidgeting, and help sustain cognitive focus during academic instruction.

111. (B) Multiple Means of Representation
Within Universal Design for Learning, providing options for comprehension, language, mathematical expressions, and symbols directly supports the principle of Multiple Means of Representation. This dimension emphasizes presenting information in varied accessible formats, clarifying vocabulary and symbols, illustrating key concepts through multi-sensory media, and highlighting critical features to optimize conceptual processing for diverse learners.

145. (B) Pedagogical support, assistive devices, training, and therapeutic intervention resources
Section 18 of the Rights of Persons with Disabilities Act of 2016 mandates establishing Resource Centers to support educational institutions. These centers provide specialized pedagogical support, assistive technology equipment, teacher training modules, therapy intervention services, and instructional materials, empowering general schools to implement effective inclusive practices and deliver quality support to students with benchmark disabilities.

146. (A) Parallel Teaching
In the Parallel Teaching co-teaching model, educators divide the classroom into two heterogeneous halves. Both teachers deliver the exact same instructional content simultaneously to their smaller student groups. This model reduces the student-teacher ratio by half, maximizes opportunities for student interaction, facilitates closer behavioral monitoring, and allows educators to tailor pacing to small-group learning dynamics effectively.

147. (C) Dyscalculia
Dyscalculia is a specific learning disability affecting mathematical calculation, numerical estimation, and quantitative reasoning. Students with dyscalculia experience persistent difficulties in understanding basic number concepts, memorizing math facts, telling time, aligning numbers in vertical columns, and processing abstract geometric or algebraic logic, despite possessing average or above-average intellectual capabilities and receiving standard instruction.

148. (D) I, II, and III
Key principles of inclusive pedagogy reject deterministic views of fixed student ability, view diversity as an enriching norm rather than a problem, and focus on designing universal learning options for all students within unified classrooms. This philosophy moves away from providing set options for most students and separate options for some, creating accessible learning environments for every child.

149. (B) A student's learning experience is shaped by overlapping identities such as disability, gender, caste, socio-economic status, and language
Intersectionality in inclusive education highlights that a student's educational experience and vulnerability to exclusion are shaped by multiple, overlapping identities. Factors such as disability, gender, socio-economic status, caste, ethnicity, and language interact simultaneously, creating complex systems of privilege or discrimination. Inclusive practices must address these intersecting identity dimensions to ensure genuine educational equity and social justice.

150. (A) GIGW (Guidelines for Indian Government Websites) and international EPUB3 accessibility standards
Accessible digital textbooks created under national initiatives like PM-eVIDYA adhere to established digital accessibility standards, including Guidelines for Indian Government Websites and international EPUB3 accessibility standards. These guidelines ensure digital content features screen-reader compatibility, customizable font sizes, high-contrast settings, alt-text descriptions for visual images, and navigable structures for learners with print disabilities.

151. (A) Intellectual Disability
Under the Rights of Persons with Disabilities Act of 2016, Intellectual Disability is defined as a condition characterized by significant limitations in intellectual functioning and adaptive behavior originating during the developmental period. It involves arrest or incomplete development of mind, affecting cognitive reasoning, language acquisition, motor skills, and social interaction, requiring scaffolded instruction and functional life-skills support.

152. (B) Hearing Impairment
Speaking with excessive loudness, sitting extremely close to audio devices or teachers, repeatedly asking speakers to repeat statements, and exhibiting poor speech clarity are classic functional indicators of hearing impairment. When teachers observe these behavioral signs, they should initiate preliminary screening and refer the student for comprehensive audiological testing and medical evaluation promptly.

153. (A) Locomotor Disability / Motor impairment
Frequent tripping, difficulty holding writing utensils firmly, unusual gait, loss of physical balance, and muscle fatigue following brief physical movement are observable physical indicators of locomotor disability or motor impairment. Identifying these functional signs prompts educators to arrange ergonomic seating

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share active instructional delivery, modeling, classroom management, and student assessment responsibilities, combining general curriculum mastery with specialized pedagogical techniques seamlessly within a single unified learning space.

137. (B) Mainstreaming / Partial Integration
Mainstreaming, or partial integration, refers to placing students with special needs into regular classrooms for specific non-academic or co-curricular subjects—such as art, physical education, music, or lunch periods—while maintaining segregated academic instruction in special education settings. It differs from full inclusion, where students are educated continuously alongside non-disabled peers in general classrooms.

138. (D) Visual Impairment
The National Trust Act of 1999 was specifically enacted by the Government of India for the welfare of persons with four designated conditions: Autism, Cerebral Palsy, Mental Retardation (Intellectual Disability), and Multiple Disabilities. Visual Impairment is governed separately under the Rights of Persons with Disabilities Act of 2016 and is not covered under the National Trust Act framework.

139. (A) Visual impairment, low vision, and print disabilities
Digital Accessible Information System (DAISY) format books are specialized electronic talking books designed for individuals with visual impairments, low vision, and print disabilities (such as severe dyslexia). DAISY audiobooks combine structured digital text with synchronized audio output, enabling readers to navigate chapters, skip pages, place bookmarks, and adjust playback speed flexibly using screen readers.

140. (A) Digital Accessible Information System
DAISY stands for Digital Accessible Information System. It represents a technical standard for digital audiobooks, periodicals, and computerized text documents designed to be fully accessible to individuals with visual impairments or print disabilities. DAISY standards enable rich navigation features, allowing users to search, jump directly to headings, and adjust reading speeds using specialized hardware or software tools.

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141. (B) Recognized as natural linguistic strategies that can bridge understanding between home language and school target language
In linguistically diverse classrooms, code-switching and code-mixing are natural, sophisticated linguistic strategies. Rather than being penalized as language deficiencies, educators recognize these practices as effective pedagogical bridges that facilitate cognitive understanding, build conceptual connections between the student's home language and the school target language, and promote expressive confidence in inclusive learning spaces.

142. (B) Rotate administrative and stage management responsibilities equitably among all students regardless of gender
To foster gender equality, school leaders must eliminate traditional gendered division of labor during institutional events. The principal should instruct staff to rotate administrative, welcoming, stage management, sound operation, and refreshment responsibilities equitably among all students regardless of gender, counteracting traditional gender stereotypes and ensuring equal participation and leadership opportunities for everyone.

143. (A) Tiered assignments with higher-order cognitive processing (e.g., Bloom's Synthesis/ Evaluation levels)
Enrichment for gifted students in general classrooms involves providing advanced, qualitatively differentiated learning experiences. Utilizing tiered assignments focused on higher-order cognitive skills—such as analysis, evaluation, and creative synthesis within Bloom's Taxonomy—engages gifted learners deeply, stimulating abstract thinking, complex problem solving, and intellectual curiosity without relying on repetitive basic drill work.

144. (B) Classroom teachers in general school settings
Screening tools like the Behavioral Checklist for Screening the Learning Disabled are specifically designed for administration by classroom teachers in general school settings. These screening checklists utilize observational indicators to help regular teachers identify students exhibiting functional learning, reading, or motor coordination difficulties, facilitating early referral for formal multi-professional clinical diagnostic evaluations.

162. (A) Both A and R are true and R is the correct explanation of A
Culturally Responsive Pedagogy views the diverse cultural backgrounds, home languages, and lived experiences of students as instructional assets that enrich academic learning. When classroom instruction connects meaningfully with students' socio-cultural realities, learners perceive curriculum content as relevant, which significantly increases cognitive engagement, motivation, identity affirmation, and overall academic achievement in inclusive classrooms.

163. (A) The student's current knowledge, skill level, and background understanding regarding a specific concept
Differentiating classroom instruction based on Student Readiness requires evaluating a learner's current knowledge, skill proficiency, and background understanding regarding a specific topic prior to instruction. Assessing readiness allows teachers to provide appropriately tiered tasks, varying complexity and instructional support to match the student's current cognitive entry point without causing frustration or disengagement.

164. (A) Multiple Means of Action and Expression
Providing flexible options for physical action, expressive communication modes, and executive function support operationalizes the Universal Design for Learning principle of Multiple Means of Action and Expression. This principle emphasizes giving learners varied avenues to navigate learning environments, express accumulated knowledge, set goals, manage information, and demonstrate concept mastery beyond traditional paper-pencil writing formats.

165. (A) I, II, and III only
Refreshable Braille displays provide tactile output for visually impaired users, FM systems amplify acoustic signals for hearing-impaired learners, and adaptive switch buttons enable computer access for students with locomotor motor disabilities. Categorizing screen-reading software as exclusively for intellectual disabilities is incorrect, as screen readers are primarily designed for visually impaired and print-disabled individuals.

166. (A) Specialized direct intervention to CWSN and technical assistance to general education teachers
A Resource Teacher in an inclusive school plays a dual supportive role. They deliver direct specialized skill instruction, remedial support, and therapeutic interventions to children with special needs in the resource room, while providing technical advice, material adaptations, co-teaching collaboration, and differentiated pedagogical strategies to general classroom teachers to support full inclusion.

167. (A) Eliminating gender biases and creating equal developmental opportunities for all genders in all academic and co-curricular spheres
The fundamental objective of gender-sensitive pedagogy in school leadership is to eliminate gender biases, discriminatory practices, and stereotyping throughout the educational ecosystem. School leaders ensure equitable access, active participation, and equal developmental opportunities for all genders across academic disciplines, physical education, STEM subjects, co-curricular leadership roles, and institutional governance structures.

168. (A) I and II only
Recommended strategies for gifted and talented learners include curriculum compacting, advanced tiered assignments, independent research projects, and problem-based learning. These approaches provide qualitative depth and cognitive acceleration. Subjecting gifted students to repetitive basic drill worksheets designed for struggling learners causes disinterest, underachievement, and behavioral frustration, making it an inappropriate pedagogical practice.

169. (A) Accommodation in Presentation Format
Providing a visually impaired student with an examination paper transcribed into Braille, maintaining identical content, question structure, and evaluation criteria, represents an Accommodation in Presentation Format. It alters how test information is presented to the student without changing the underlying construct being assessed or modifying learning standards and performance expectations.

170. (A) Peer Tutoring
Peer Tutoring is an effective instructional strategy where students are paired to support each other's learning under teacher supervision. One student

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adaptations, physical therapy consultations, barrier-free classroom modifications, and assistive motor devices.

154. (B) Minimizing barriers and maximizing learning opportunities for all learners from the outset
The primary purpose of introducing Universal Design for Learning in curriculum frameworks is to minimize learning barriers and maximize educational opportunities for all students from the outset. By embedding flexibility into instructional goals, teaching methods, learning materials, and assessment designs, UDL accommodates diverse cognitive, sensory, and affective profiles without requiring post-hoc curriculum modifications.

155. (A) Individualized Education Plan (IEP)
An Individualized Education Plan serves as a formal educational document outlining specific learning targets, adapted curriculum goals, specialized instruction strategies, therapeutic supports, and accommodation services for a qualified student with a disability. Developed collaboratively by a multidisciplinary team, the IEP ensures accountability and guides daily educational transactions to promote student development.

156. (B) 6 dots
The Braille tactile writing system is based on raised dots arranged in small rectangular cells. Each standard Braille cell consists of up to six raised dot positions arranged in a three-row by two-column grid. Different combinations of these six raised dots represent letters of the alphabet, numbers, punctuation marks, musical notation, and specialized mathematical symbols worldwide.

157. (A) Abacus
The Abacus (specifically adapted models like the Cranmer Abacus) is a traditional tactile counting tool widely utilized worldwide for teaching mental arithmetic, place value, addition, subtraction, multiplication, and division to visually impaired students. By manipulating tactile beads arranged on vertical rods, blind learners perform rapid, accurate mathematical calculations through tactile sensation and spatial reasoning.

158. (A) Read aloud everything written on the board and describe visual diagrams continuously
When instructing students with severe visual impairments, teachers must practice comprehensive verbalization of all visual content. This requires educators to read aloud clearly everything written on blackboards or projected on digital screens, while providing detailed descriptive commentary for visual diagrams, charts, pictures, and demonstrations, ensuring blind learners receive complete information through auditory channels.

159. (A) FM System (Frequency Modulation)
A Frequency Modulation (FM) System is an assistive listening device designed for students with hearing loss in noisy classroom environments. The teacher wears a wireless microphone that transmits acoustic signals directly to the student's receiver or hearing aid via radio waves, bypassing background ambient noise, room echo, and distance barriers to deliver clear voice transmission.

160. (A) TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children)
The TEACCH framework utilizes structured teaching methodology specifically tailored for individuals with Autism Spectrum Disorder. It incorporates visually structured physical surroundings, clear task organization, explicit visual activity schedules, and structured work systems. These visual supports capitalize on the strong visual processing capabilities of autistic learners, fostering independent task completion and reducing anxiety during daily classroom transitions.

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161. (A) Breaking assignments into 10-minute work segments interspersed with brief active breaks
An effective behavioral intervention for reducing off-task behaviors in students with ADHD during seatwork is breaking lengthy assignments into short, ten-minute work segments interspersed with brief active movement breaks. Segmenting tasks reduces cognitive fatigue, maintains executive focus, accommodates physical restlessness, and increases task completion rates through manageable learning intervals and scaffolded reinforcement.

components of speech and language—such as articulation, fluency, voice modulation, or language processing—resulting from organic, physical, or neurological causes. This condition requires specialized speech-language therapy, communication aids, and classroom communication accommodations.

179. (A) Autism Spectrum Disorder
Marked difficulty in social interaction, challenges in verbal and non-verbal communication, adherence to repetitive behavior patterns, resistance to routine changes, sensory processing sensitivities, and intense fixation on specific interests are classic functional characteristics of Autism Spectrum Disorder, requiring structured visual environments, social stories, and predictable schedules in school settings.

180. (B) A substantial disorder of thinking, mood, perception, orientation, or memory impairing life capabilities
Under the Rights of Persons with Disabilities Act of 2016, Mental Illness is legally defined as a substantial disorder of thinking, mood, perception, orientation, or memory that grossly impairs judgment, behavior, capacity to recognize reality, or ability to meet the ordinary demands of life. It explicitly excludes intellectual disability (mental retardation) and requires compassionate, stigma-free socio-educational support mechanisms.

181. (B) The collection of conceptual, social, and practical skills learned and performed by people in everyday lives
Adaptive Behavior refers to the collection of conceptual, social, and practical life skills that individuals learn and perform to function independently in their daily lives. Conceptual skills include literacy and money management; social skills encompass interpersonal interaction and social responsibility; and practical skills involve daily personal care, mobility, safety, and occupational routines.

182. (A) Break down annual measurable goals into intermediate, manageable progress benchmarks
In an Individualized Education Plan, setting short-term instructional objectives serves to break down broad, annual measurable goals into smaller, sequential, manageable progress benchmarks. These intermediate steps allow educators, therapists, and parents to deliver targeted instruction, monitor student growth frequently, evaluate intervention efficacy, and adjust teaching strategies systematically throughout the academic year.

183. (B) Embossed / 3D tactile maps with raised lines and distinct textures
Teaching geography effectively to visually impaired students requires tactile learning resources. Embossed, three-dimensional tactile maps featuring raised lines, distinct surface textures, and Braille labels allow blind learners to explore geographical boundaries, terrain relief, river paths, and spatial distribution through touch, building clear mental representations of complex geographical concepts alongside sighted peers.

184. (A) Background noise in the classroom is minimized, and visual supports are integrated
When instructing a student with partial hearing loss who uses a hearing aid, teachers should minimize ambient classroom background noise, such as closing windows near busy roads or dampening room acoustics. Furthermore, combining amplified sound with visual supports—such as graphic organizers, lip-reading alignment, and written outlines—optimizes speech comprehension and overall learning engagement.

185. (B) Real concrete objects and hands-on manipulatives must be used first before introducing abstract concepts
The pedagogical principle of moving from Concrete to Abstract is essential when teaching students with intellectual disabilities. It dictates that learning should begin with real physical objects, concrete manipulatives, visual models, and tactile experiences. Once students develop concrete understanding through direct physical interaction, educators gradually introduce symbolic, pictorial, and abstract representations.

186. (A) Dyscalculia
Dyscalculia is the specific learning disability primarily associated with severe difficulty in processing mathematical computations, place value concepts, numerical operations, telling time, and spatial arithmetic alignment. Students with dyscalculia benefit from using concrete math manipulatives, visual grid paper, number lines, visual organizers, and step-by-step instructional scaffolding to build mathematical proficiency.

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writing technology, and occupational therapy interventions in schools.

204. (A) NIMHANS Index for Specific Learning Disabilities
Screening and formal diagnostic assessment for Specific Learning Disabilities in Indian educational contexts are officially guided by standardized diagnostic batteries such as the NIMHANS Index for Specific Learning Disabilities. This comprehensive tool evaluates reading, writing, spelling, comprehension, visual-motor integration, and arithmetic performance, providing diagnostic clarity to guide tailored educational interventions and examination accommodations.

205. (A) Speech-language therapy, occupational therapy, physical therapy, and psychological counseling support
In an Individualized Education Plan, Related Services encompass supportive developmental, corrective, and therapeutic services required to assist a child with a disability to benefit fully from special and general education. These include speech-language pathology, occupational therapy, physical therapy, psychological counseling, mobility training, school health services, and social work support integrated into the student's routine.

206. (A) Severe visual impairment / Blindness
Tactile maps, relief globes, and embossed graphic diagrams are essential instructional materials for teaching geography to students with severe visual impairment or blindness. By replacing visual colors and print with distinct raised surface textures, tactile boundaries, and Braille labels, these tools allow blind learners to explore landforms, geographic boundaries, spatial relationships, and cartography through touch.

207. (A) Front row, center of the room, facing the teacher directly with clear lighting on the teacher's face
Optimal seating for a student relying on speech-reading and assistive hearing devices is the front row, center of the classroom, directly facing the teacher. This seating placement ensures an unobstructed visual view of the teacher's facial expressions and lip movements, optimizes direct acoustic reception from wireless FM systems, minimizes visual distractions, and facilitates clear visual communication.

208. (A) I and II only
Effective concrete instructional materials for students with intellectual disabilities include base-ten blocks, counting beads, real-life coins, visual flashcards, and picture symbols. Hands-on concrete materials make mathematical and functional concepts tangible. Introducing abstract symbolic algebraic formulas without concrete representation creates significant learning barriers, as intellectual disabilities require step-by-step concrete-to-abstract instructional progression.

209. (A) Dyslexia
Dyslexia is the specific learning disability characterized primarily by persistent difficulties in fluent word recognition, phonological decoding, reading accuracy, and spelling capabilities. Originating from neurobiological differences in language processing, dyslexia affects reading acquisition despite average or above-average intelligence, intact sensory acuity, and adequate classroom instruction, requiring structured multi-sensory reading interventions like Orton-Gillingham.

210. (A) Autism Spectrum Disorder
The Picture Exchange Communication System (PECS) is an augmentative communication intervention widely utilized for non-verbal or minimally verbal individuals, particularly children with Autism Spectrum Disorder. PECS teaches learners to initiate functional communication by exchanging physical picture cards for desired items, activities, or social responses, building foundational expressive communication skills and reducing frustration-based behaviors.

211. (A) Channel excess motor energy subtly to help maintain cognitive focus on instruction
Providing a student with ADHD a fidget object—such as a stress ball, textured strip, or sensory ring—during passive listening tasks serves to channel excess motor restlessness subtly. Satisfying tactile sensory needs through controlled motor activity helps regulate physiological arousal, allowing the student to maintain cognitive focus, reduce disruptive classroom movements, and process oral instruction effectively.

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illustrations in textbooks, directing students toward rigid gender-stereotyped activities (boys to sports, girls to domestic chores), and using gendered slurs or derogatory stereotypes. Providing equal co-curricular options and encouragement to all students regardless of gender reflects gender-fair pedagogy, counteracting bias.

196. (A) ADHD
Behavioral rating scales, such as the Conners Rating Scale, Vanderbilt Assessment Scale, or Achenbach System, are standardized assessment instruments widely used as part of diagnostic evaluations for Attention Deficit Hyperactivity Disorder. Administered to teachers and parents, these scales evaluate observable functional behaviors related to inattention, hyperactivity, impulsivity, and executive functioning across home and school environments.

197. (A) Portfolio assessment documenting authentic student growth across varied learning tasks over time
Portfolio assessment aligns best with inclusive evaluation principles. By collecting diverse samples of student work over time—such as written drafts, art projects, recorded oral presentations, and self-reflections—portfolios document authentic individual learning growth, process development, and skill acquisition, providing a comprehensive, multi-dimensional view of student progress without relying solely on rigid timed written tests.

198. (A) Reciprocal Peer Tutoring
Reciprocal Peer Tutoring is a collaborative learning strategy where students of varying ability levels, including children with special needs, alternate roles as tutor and tutee within structured learning pairs. Switching roles empowers all students to experience providing instructional guidance and receiving support, enhancing academic understanding, self-esteem, social reciprocity, and peer relationships in inclusive classrooms.

199. (A) Voluntary organizations (NGOs) providing rehabilitation services, special schools, and vocational centers for persons with disabilities
The Deendayal Disabled Rehabilitation Scheme is a flagship initiative of the Ministry of Social Justice and Empowerment, Government of India. It provides financial grant-in-aid support to voluntary non-governmental organizations to deliver rehabilitation services, operate special schools, run vocational training centers, provide early intervention programs, and facilitate community-based rehabilitation for persons with disabilities.

200. (A) Reservation of not less than 5% seats for persons with benchmark disabilities
Under Section 32 of the Rights of Persons with Disabilities Act of 2016, all government and government-aided higher educational institutions are legally mandated to reserve not less than five percent of total seats for persons with benchmark disabilities. This statutory reservation ensures equitable higher education access, promoting socio-economic mobility and advanced career opportunities for individuals with disabilities.

201. (B) The school environment, teaching methodology, and institutional attitudes, to accommodate the child
Inclusive education principles dictate that systemic adaptations must be made primarily to the school environment, physical infrastructure, instructional methodologies, assessment procedures, and institutional attitudes to accommodate the diverse needs of every child. Rather than forcing the student to adapt to an inflexible system, the educational institution assumes the operational responsibility to eliminate learning barriers completely.

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202. (B) Direct the immediate cessation of screening tests/interviews, enforce random draw of lots, and issue warning under RTE Act
Under Section 13 of the Right to Education Act of 2009, subjecting children or parents to any screening procedure during admissions is strictly prohibited and attracts severe administrative penalties. When EWS applicant screening is detected, the principal must immediately stop all tests or interviews, enforce a non-discriminatory random draw of lots, and issue formal compliance warnings under RTE statutory rules.

203. (A) Athetosis / Cerebral Palsy
Athetosis is a clinical sub-type of Cerebral Palsy recognized under disability frameworks. It is characterized by extrapyramidal damage to the developing brain, resulting in involuntary, slow, writhing muscle movements, tremors, postural instability, and fluctuating muscle tone. Students with athetoid cerebral palsy require specialized motor support, adaptive seating, assistive

220. (B) Forward the request with relevant medical certificate and CWSN documentation to the exam board for approval under concession guidelines
When a student with profound hearing loss requests an alternative subject in place of a second or third language, the principal must support the request. The Head of Institution should forward the official application, medical disability certificate, and IEP documentation to the examination board for formal approval under statutory CWSN concession guidelines.

221. (A) Allowing a student with high anxiety or sensory sensitivity to take tests in a quiet, distraction-reduced room
An assessment accommodation that alters the Setting involves modifying the physical testing environment to meet individual student needs. Allowing a student with high anxiety, ADHD, or visual/auditory sensory sensitivity to take examinations in a quiet, distraction-reduced room or separate acoustic space changes the testing environment without altering test content, difficulty, or evaluation standards.

222. (A) Both A and R are true and R is the correct explanation of A
Sensitizing peer groups through structured empathetic activities creates a supportive socio-emotional classroom environment for children with special needs. Peer acceptance, active social inclusion, and peer tutoring significantly reduce bullying, anxiety, and social isolation. Creating a safe social environment directly enhances psychological well-being, enabling students with special needs to focus on academic learning and achieve positive outcomes.

223. (A) Regular classroom teachers before professional clinical medical assessment
The PRASHAST screening checklist mobile application developed by NCERT is designed specifically for preliminary administration by regular classroom teachers in school settings. It enables general educators to observe functional learning, sensory, physical, and behavioral difficulties in daily classroom routines, identifying students who require formal referral for comprehensive clinical medical assessment and disability certification.

224. (A) UNESCO
The landmark Salamanca Statement and Framework for Action on Special Needs Education was formulated by UNESCO at the World Conference on Special Needs Education held in Salamanca, Spain, in 1994. Reaffirming every child's right to education, this historic international agreement established global policy frameworks promoting inclusive education in regular mainstream schools worldwide.

225. (A) I, II, and III only
Effective components of an Individualized Education Plan include comprehensive baseline assessments of current functional performance, specific, measurable, time-bound learning goals, and clearly stated special education services, accommodations, and therapeutic supports. IEPs are dynamic, flexible plans that undergo regular review and revision, making fixed, unchangeable learning targets contrary to special education practices.

226. (A) Multisensory / VAKT Approach
The Multisensory or Visual-Auditory-Kinesthetic-Tactile (VAKT) approach relies heavily on tactile-kinesthetic feedback to reinforce letter-sound connections. By tracing textured letters, forming shapes in sand, or manipulating tactile letter forms while pronouncing corresponding phonemes, dyslexic learners engage multiple sensory channels simultaneously, strengthening neural memory pathways essential for reading, decoding, and written spelling.

227. (A) Multiple Means of Representation
Within Universal Design for Learning, providing options for perception—such as customizable text font sizes, contrast adjustments, color options, visual descriptions, and auditory alternatives—directly supports the principle of Multiple Means of Representation. These perceptual options ensure that learning information is physically accessible to students with visual, auditory, or print disabilities without compromising content.

228. (A) I and II only
Statutory duties of educational institutions under the Rights of Persons with Disabilities Act of 2016 include conducting accessibility audits to create barrier-free physical infrastructure and providing free transportation or financial allowances to CWSN as mandated. Refusing admission to children based on severe or multiple

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212. (A) Aligning learning tasks and topics with things that ignite student curiosity and personal passion
Differentiating instruction according to Student Interest involves aligning academic learning tasks, research projects, and application assignments with topics that ignite individual student curiosity, personal passions, and real-world interests. Connecting standard curriculum objectives with personal interests significantly enhances intrinsic motivation, task commitment, cognitive engagement, and deep learning outcomes across diverse student groups.

213. (A) Multiple Means of Action and Expression
Offering flexible options for physical navigation, alternative communication modes, speech-to-text tools, and assistive technology interfaces directly operationalizes the Universal Design for Learning principle of Multiple Means of Action and Expression. This principle emphasizes providing varied avenues for students to interact with instructional materials, execute physical tasks, manage information, and demonstrate concept mastery.

214. (A) High-tech assistive technology
Screen readers, voice recognition software, digital text-to-speech engines, and eye-tracking systems are categorized as high-tech assistive technology tools. These advanced solutions involve complex electronic hardware, specialized software programming, and digital processing to bypass visual, motor, or speech impairments, enabling individuals with disabilities to access electronic information and communicate independently.

215. (A) Co-planning, adapting materials, co-delivering instruction, and providing specialized support to CWSN and diverse learners alongside the general teacher
During co-teaching in general classrooms, the Special Educator functions as a collaborative instructional partner. They engage in joint lesson planning, adapt instructional materials, co-deliver differentiated lessons, implement specialized learning strategies, and provide targeted support to students with special needs and struggling peers, ensuring full curriculum access within inclusive mainstream settings.

216. (A) Recognizing that students from diverse socio-economic backgrounds bring valuable cultural wealth, lived experiences, and resilience to the learning environment
An asset-based mindset toward socio-economic diversity requires educators to view students from disadvantaged backgrounds as possessing valuable cultural wealth, rich lived experiences, linguistic strengths, and personal resilience. Rather than viewing lower socio-economic status through a deficit lens, teachers leverage these unique socio-cultural perspectives as powerful cognitive foundations for meaningful learning in inclusive classrooms.

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217. (A) Validating home language registers while systematically bridging understanding toward academic standard language registers
Managing language registers and linguistic variations in diverse classrooms requires validating students' home languages and regional dialects as legitimate communication modes. Teachers adopt additive bilingual strategies, utilizing home language registers as instructional bridges to scaffold understanding while gradually teaching standard academic language registers, preserving student identity while developing academic language proficiency.

218. (A) Safe, accessible, clean, and private gender-segregated sanitation facilities equipped with menstrual hygiene management facilities
Gender-responsive school infrastructure requires providing safe, accessible, clean, and private gender-segregated sanitation facilities. These facilities must be equipped with running water, disposal units, and menstrual hygiene management provisions. Ensuring adequate sanitation infrastructure directly reduces female student absenteeism, prevents school dropouts, upholds dignity, and promotes equal educational participation across elementary and secondary stages.

219. (A) High levels of motivation, perseverance, energy, and dedication applied to a specific problem or area of study
In Joseph Renzulli's Three-Ring Conception of Giftedness, Task Commitment refers to high levels of intrinsic motivation, perseverance, determination, emotional energy, and focused dedication applied to a specific problem, academic discipline, or area of creative expression. It represents the capacity to sustain hard work and focused effort necessary to transform high ability into creative productivity.

withdraws assistance as student competence increases, leading to autonomous, independent task execution by the learner.

254. (A) Early identification and high-quality targeted instructional intervention for students experiencing learning and behavioral difficulties
Response to Intervention (RtI) is a multi-tiered prevention framework designed for early identification and support of students experiencing learning or behavioral difficulties. Tier 1 provides high-quality core classroom instruction; Tier 2 delivers targeted small-group interventions; and Tier 3 provides intensive individualized instruction. Student progress is monitored continuously to guide instruction and identify special education needs.

255. (A) I, II, and IV only
Authorized board examination accommodations for visually impaired candidates include providing question papers in Braille or Large Print format, permitting tactile mathematical instruments like Taylor Frames or Abacus devices, and granting compensatory extra time. Automatically reducing maximum marks thresholds by fifty percent is not an authorized accommodation, as accommodations preserve construct validity and assessment standards.

256. (A) Presenting information and content in varied visual, auditory, and tactile ways to cater to diverse perceptual capabilities
The primary objective of Universal Design for Learning Principle 1 (Multiple Means of Representation) is presenting instructional information and learning content through varied visual, auditory, digital, and tactile formats. Catering to diverse perceptual capabilities, language backgrounds, and processing styles ensures that all learners access curriculum content without encountering single-modality sensory or cognitive barriers.

257. (A) Locomotor Disability
Under the Rights of Persons with Disabilities Act of 2016, 'Leprosy Cured Person' is legally categorized under the broad umbrella of Locomotor Disability. The statute defines a leprosy cured person as an individual who has been cured of leprosy but suffers from loss of sensation in hands or feet, physical paresis, or eye disfigurement restricting mobility and fine motor activities.

258. (A) An inherited bleeding disorder where blood does not clot properly due to lack of blood clotting proteins
Haemophilia is a specified disability recognized under the Rights of Persons with Disabilities Act of 2016. It is an inherited genetic bleeding disorder characterized by a deficiency in blood clotting factor proteins, causing prolonged bleeding from injuries or spontaneous internal joint hemorrhage. School management involves avoiding contact sports, maintaining emergency medical protocols, and supporting health-related absenteeism.

259. (A) Specific, Measurable, Achievable, Relevant, and Time-bound
When formulating learning targets within an Individualized Education Plan, adherence to SMART criteria ensures that goals are Specific (clearly defining the target skill), Measurable (quantifiable evaluation parameters), Achievable (realistic given current baselines), Relevant (aligned with educational needs), and Time-bound (specifying clear target completion dates and progress review schedules).

260. (A) Eye-Tracking AAC Device
An Eye-Tracking Augmentative and Alternative Communication (AAC) device is a high-tech assistive technology that enables non-verbal individuals with severe motor impairments (such as cerebral palsy or spinal muscular atrophy) to control computers. Built-in optical sensors track eye gaze position, allowing users to select letters, words, visual icons, or synthesized speech phrases merely by looking at screen displays.

261. (A) Assign tasks matched to varying levels of student readiness while focusing on the same essential learning concept
Tiered Readiness Assignments allow teachers to differentiate instruction by designing learning tasks matched to varying levels of student readiness while focusing on the same essential core concept or learning standard. Struggling learners receive foundational support and concrete scaffolds, while advanced learners engage with complex, abstract extensions, ensuring appropriate challenge levels for everyone.

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disabilities is illegal, violating non-discrimination principles under Section 16.

229. (A) Unifying all digital, online, and on-air educational efforts to enable multi-mode access to education, including specialized accessible content for CWSN
The main objective of the PM-eVIDYA initiative under the National Education Policy 2020 is unifying all digital, online, and TV/radio educational efforts to enable multi-mode access to learning resources nationwide. For inclusive education, it specifically includes developing accessible digital textbooks, sign language videos, DAISY formats, and screen-reader-compatible materials for students with special needs.

230. (A) Criterion-referenced assessment measures a student's individual mastery against specific learning goals rather than ranking them against peers
Inclusive assessment frameworks emphasize Criterion-Referenced Assessment over Norm-Referenced Assessment because criterion-referenced tools evaluate a student's performance against defined learning standards and IEP goals. This measures personal growth, diagnostic progress, and concept mastery independently, avoiding peer ranking, competitive sorting, and socio-emotional stigmas associated with norm-referenced bell curves in heterogeneous inclusive classrooms.

231. (A) Motor planning, coordination, and executing fine/gross motor movements
Dyspraxia (developmental coordination disorder) is a neurodevelopmental condition characterized by primary difficulties in motor planning, physical coordination, and executing fine and gross motor movements. Students with dyspraxia experience challenges with handwriting legibility, using manual tools, tying shoelaces, buttoning shirts, maintaining physical balance, and navigating physical obstacles, requiring occupational therapy and adapted motor tasks.

232. (A) Translating visual images, maps, and diagrams into raised surface representations that can be interpreted through touch
Tactile graphics translate visual images, geographic maps, scientific diagrams, charts, and geometric shapes into raised surface representations designed for touch interpretation. By tactilely reproducing lines, textures, boundaries, and symbols alongside Braille labels, tactile graphics enable blind and visually impaired students to explore, analyze, and comprehend complex visual instructional content independently.

233. (A) Teaching the same core concept to all students while varying the depth, complexity, and support level across tiered learning assignments
Tiered Instruction in differentiated learning involves teaching the same essential concept, skill, or learning standard to all students in the class, while varying the depth, cognitive complexity, and level of instructional support across tiered learning assignments. This approach ensures that advanced, average, and struggling learners engage with core curriculum content at appropriate cognitive challenge levels.

234. (A) Equal Opportunity Policy
Section 21 of the Rights of Persons with Disabilities Act of 2016 mandates that every establishment, including public and private educational institutions, must frame, register, and publish an Equal Opportunity Policy. This official policy outlines measures taken for non-discrimination, physical accessibility, reasonable accommodations, career progression, and grievance redressal for persons with disabilities.

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235. (B) Adjust PA volume, provide advance visual warning of bell times, and permit noise-canceling headphones during transitions
When an autistic student exhibits severe sensory distress due to loud bells or announcements, the principal must implement reasonable accommodations. Adjusting PA speaker volume, providing advance visual schedule prompts before transition bells, permitting the use of noise-reducing headphones, and establishing quiet transition pathways accommodate the student's sensory modulation needs effectively within the school.

236. (A) Providing opportunities for success through scaffolded tasks, explicit strategy training, and attributing success to effort and strategy use
Preventing learned helplessness in students with learning disabilities requires structured pedagogical interventions. Teachers provide scaffolded tasks to ensure success, deliver explicit learning strategy instruction, break complex goals into achievable sub-steps, and guide students to attribute academic achievements to controllable

factors like personal effort and effective strategy use, fostering intrinsic self-efficacy and resilience.

237. (A) The social disadvantage and restriction of activity caused by societal barriers that take little or no account of people with impairments
The Social Model of disability distinguishes between biological impairment and disability. Impairment refers to an individual's physical, sensory, or cognitive condition. Disability, however, is defined as the social disadvantage, exclusion, and restriction of activity caused by systemic societal barriers—such as inaccessible infrastructure, discriminatory attitudes, and inflexible institutions—that fail to accommodate human diversity.

238. (A) Multiple Means of Engagement
Providing options for recruiting interest, sustaining effort and persistence, and developing self-regulation skills directly operationalizes the Universal Design for Learning principle of Multiple Means of Engagement. This principle focuses on the affective dimension of learning, offering choices in autonomy, challenge levels, collaboration, and feedback to foster intrinsic motivation and purposeful learning.

239. (A) Standalone Optical Character Recognition (OCR) Reader / Reading Machine
A standalone Optical Character Recognition (OCR) reader or reading machine is an assistive technology device designed for visually impaired and print-disabled individuals. The device scans printed physical text—such as textbook pages, handouts, or documents—converts the visual print into digital text, and reads it aloud using high-quality synthetic speech, enabling independent reading access.

240. (A) Addressing the learning needs of all students across diverse socio-cultural, economic, physical, and cognitive profiles within unified learning spaces
The National Curriculum Framework for School Education (NCF-SE 2023), aligned with NEP 2020, asserts that inclusive education must address the diverse learning needs of all students—across socio-cultural, economic, linguistic, gender, physical, and cognitive profiles—within unified, welcoming learning spaces. It rejects segregation, emphasizing barrier-free physical infrastructure, flexible pedagogy, and universal accessibility.

241. (A) Eliminating already mastered basic content to free up time for enrichment or acceleration activities
Curriculum Compacting is designed for academically gifted learners to eliminate curriculum content they have already mastered through pre-assessment. Compacting pre-tests students, streamlines routine classroom instruction, and frees up instructional time, allowing gifted students to engage in advanced enrichment research, creative problem-solving projects, or accelerated learning opportunities within the school routine.

242. (A) Blood Disorders
Under the Rights of Persons with Disabilities Act of 2016, Sickle Cell Disease is legally categorized under the specified disability group of Blood Disorders alongside Thalassemia and Haemophilia. Sickle Cell Disease is an inherited genetic blood disorder causing red blood cells to contort into a sickle shape, leading to severe pain, anemia, organ damage, and physical fatigue.

243. (A) Designing school buildings, entrances, classrooms, and facilities from the start so they are usable by all people to the greatest extent possible without need for adaptation
Universal Design applied to physical architecture means designing school buildings, entrances, corridors, classrooms, playgrounds, and sanitation facilities from the initial planning stage to be usable by all people to the greatest extent possible, without requiring secondary adaptations. Features like level entrances, wide doorways, ramps, and tactile paving benefit everyone universally.

244. (A) Dysgraphia
A student displaying extreme difficulty in fine motor precision, spatial alignment of written letters, holding pencil grips, and organizing thoughts in written format, while demonstrating excellent oral expression and verbal reasoning, exhibits functional indicators of dysgraphia. Pedagogical adaptations include permitting word processors, speech-to-text tools, scribes, oral evaluations, and providing slanted writing boards.

245. (A) Views student learning challenges primarily as internal weaknesses or failures residing within

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the student rather than examining instructional or environmental barriers
The Deficit Model is problematic in inclusive settings because it attributes educational difficulties primarily to internal weaknesses, biological pathologies, or personal failures residing within the student. This perspective overlooks external learning barriers—such as rigid curricula, inaccessible environments, inappropriate teaching strategies, and societal prejudices—shifting responsibility away from schools to adapt instruction.

246. (A) Parallel Teaching / Differentiated Parallel Teaching
Differentiated Parallel Teaching is a co-teaching format where the class is split into two heterogeneous groups. Both teachers instruct their respective groups on the same core topic simultaneously, but utilize different pedagogical techniques, visual aids, pacing, or manipulative supports tailored to each group's readiness levels, maximizing small-group interaction and differentiated learning access.

247. (A) Natural human biological variations rather than pathological deficits requiring medical cure
The Neurodiversity concept asserts that neurological differences—such as Autism, Attention Deficit Hyperactivity Disorder, Dyslexia, and Dyspraxia—should be recognized, respected, and valued as natural variations of the human genome. Rejecting purely pathological deficit perspectives, neurodiversity advocates for environmental accommodations, accepted communication styles, and inclusive socio-educational structures rather than clinical cures.

248. (A) I and II only
Strategies supporting inclusive assessment include providing choices in response modes (written, oral, graphic, or digital) and granting compensatory extra time and rest breaks for students with special needs. Grading strictly on single-shot high-stakes written speed tests without accommodation penalizes students with motor, sensory, or processing differences, violating inclusive evaluation principles.

249. (A) Samagra Shiksha Scheme (Inclusive Education Component)
The Inclusive Education component of the Samagra Shiksha scheme provides dedicated central financial assistance to states and union territories. Funds are allocated for establishing resource rooms, procuring assistive devices and equipment, conducting disability screening camps, offering stipends for CWSN girls, providing transport allowances, and appointing special educators in government schools.

250. (B) Deny the transfer, direct visual aids and peer-assisted bridge learning, and integrate dialect words as scaffolding
When a student from a nomadic community faces linguistic challenges, the principal must enforce non-discriminatory inclusion. The Head of Institution should deny the transfer request, guide the teacher to utilize visual aids, establish peer-assisted bridge learning pairs, and integrate local dialect vocabulary as temporary scaffolding to build language confidence and academic continuity within the mainstream classroom.

251. (A) Specific Learning Disability and Autism Spectrum Disorder
Under the Rights of Persons with Disabilities Act of 2016, the broad umbrella category of Intellectual Disability specifically includes Specific Learning Disabilities (such as Dyslexia, Dysgraphia, and Dyscalculia) and Autism Spectrum Disorder alongside general intellectual developmental disabilities, establishing statutory recognition, affirmative action rights, and educational accommodation entitlements for affected learners.

252. (A) Both A and R are true and R is the correct explanation of A
Differentiated Instruction is essential in heterogeneous classrooms to ensure equitable learning access for all students. Learners vary significantly in background knowledge, learning styles, processing speeds, and cognitive strengths. Differentiated instruction addresses this by systematically modifying content, learning process, product outputs, and classroom environments based on individual readiness, interest, and learning profiles.

253. (A) Scaffolding / Gradual Release of Responsibility
The Gradual Release of Responsibility framework (often described as 'I do, We do, You do') represents instructional scaffolding. The teacher first explicitly models a skill or strategy, provides guided practice with collaborative support and corrective feedback, and gradually

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187. (B) Allowing the use of noise-reducing ear defenders / headphones during high-noise activities
For an autistic learner experiencing auditory hypersensitivity, high ambient background noise or sudden loud sounds cause severe distress and sensory overload. An effective sensory strategy involves permitting the student to wear noise-reducing ear defenders or headphones during loud activities—such as assemblies, physical education, or cafeteria times—allowing them to regulate sensory input and participate calmly.

188. (A) I and II only
Effective behavioral intervention tools for managing students with ADHD include displaying clear, concise rule charts visibly in the classroom and implementing token economy reinforcement systems for sustained attention and task completion. Delivering lengthy, open-ended oral instructions without visual cues exacerbates executive functioning challenges, presenting significant learning barriers for ADHD students.

189. (A) Student learning styles, intelligence preferences (e.g., Gardner's multiple intelligences), and cultural/gender learning preferences
In Carol Ann Tomlinson's differentiated instruction framework, differentiating according to Learning Profile involves accommodating how students learn best. This encompasses adapting instruction to match individual learning styles (visual, auditory, kinesthetic), intelligence preferences (Howard Gardner's multiple intelligences model), bodily processing speeds, and socio-cultural or gender-related learning preferences, ensuring optimal cognitive access for every student.

190. (B) Anticipating diverse student needs and embedding flexibility into the curriculum architecture from the design stage
A key element of Universal Design for Learning is anticipating diverse student needs and embedding flexibility into learning goals, instructional methods, materials, and assessments from the initial curriculum design stage. By building multi-modal pathways into lesson planning, UDL eliminates learning barriers proactively, accommodating sensory, motor, cognitive, and affective diversity without relying on retroactive adjustments.

191. (A) Learners with low vision
Screen magnification software (such as ZoomText or MAGic) is an assistive technology designed specifically for computer users with low vision. These applications enlarge digital text, icons, and visual graphics on monitor screens up to multiple times original size, while enhancing visual contrast, pointer visibility, and color schemes, enabling low-vision students to read digital documents independently.

192. (A) Both A and R are true and R is the correct explanation of A
Co-teaching structures like Parallel Teaching and Station Teaching reduce student-teacher ratios significantly and facilitate effective differentiated instruction in inclusive classrooms. Having two qualified educators sharing the classroom environment enables flexible small-group organization, targeted instructional scaffolding, close progress monitoring, and immediate feedback tailored to diverse student learning profiles within a single unified learning space.

193. (A) Not discriminated against or prevented from pursuing and completing elementary education on any grounds
Sections 8 and 9 of the Right to Education Act of 2009 mandate that appropriate government authorities and local bodies ensure children belonging to disadvantaged groups and weaker sections are not discriminated against or prevented from pursuing and completing elementary education on any grounds, enforcing free, compulsory, and equitable access to neighborhood schooling.

194. (A) Cognitive flexibility, metalinguistic awareness, and smoother academic concept transfer
Multilingual education in early primary grades promotes cognitive development, metalinguistic awareness, and smoother academic concept transfer. Grasping concepts initially in the familiar home language establishes solid cognitive foundations, enabling young learners to transfer understanding, construct abstract mental schemas, and acquire secondary target languages easily, enhancing overall literacy and cognitive flexibility in inclusive classrooms.

195. (A) I, II, and IV only
Indicators of gender bias in school environments include underrepresenting women in leadership

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262. (B) Counsel the teacher privately on ADHD, direct sensory/movement accommodations, and mandate positive behavioral supports
Publicly reprimanding a student with ADHD for fidgeting during assemblies violates inclusive principles and causes emotional distress. The Head of Institution should counsel the teacher privately on ADHD characteristics, mandate positive behavioral interventions, and direct sensory accommodations—such as designated seating near exits or permitting fidget tools—ensuring respectful classroom management practices.

263. (A) Geographic areas with high populations of Socio-Economically Disadvantaged Groups where targeted educational resources, infrastructure, and inclusion strategies are concentrated
Under the National Education Policy 2020, Special Education Zones (SEZs) are designated geographic regions with high concentrations of Socio-Economically Disadvantaged Groups. The policy mandates concentrating state resources, financial grants, educational infrastructure, highly qualified teachers, and targeted inclusion strategies in these zones to eliminate regional educational disparities and promote socio-educational development.

264. (A) Pairing students of varying reading abilities to engage in structured, reciprocal peer tutoring in decoding and comprehension strategies
Peer-Assisted Learning Strategies (PALS) in reading instruction involve pairing students of varying reading proficiencies to engage in structured, reciprocal peer tutoring. Guided by teacher routines, student pairs take turns reading aloud, predicting plot developments, summarizing passages, and correcting errors. This structured peer interaction improves decoding fluency, reading comprehension, and social collaboration in inclusive classrooms.

265. (A) Equal Access and Non-Discrimination Mandate
Section 16 of the Rights of Persons with Disabilities Act of 2016 requires educational institutions to provide free transportation, escort allowances, or accessible accommodation to children with benchmark disabilities when neighborhood schools are physically inaccessible. This statutory provision enforces the Equal Access and Non-Discrimination mandate, ensuring physical distance or infrastructure barriers do not prevent school attendance.

266. (A) Allowance of speech-to-text tools, word processor, or scribe support, and non-deduction of marks for poor handwriting layout
A student diagnosed with Specific Learning Disability in Written Expression (Dysgraphia) requires appropriate examination accommodations. Recommended provisions include permitting speech-to-text dictation software, word processors, or scribe support, granting compensatory extra time, and instructing evaluators not to deduct marks for poor handwriting legibility, letter formation, or spatial layout errors during grading.

267. (A) Equality gives everyone the exact same resources; Equity provides customized resources based on individual needs so everyone achieves equal opportunities
Equality and Equity represent distinct principles in pedagogical policy. Equality distributes identical resources, instructional time, and learning materials to all students regardless of baseline differences. Equity, however, provides customized resources, tailored accommodations, and differentiated support based on individual needs, overcoming personal barriers so every student achieves equal educational opportunities and success.

268. (A) I and II only
Principles of Gender-Sensitive Pedagogy require critical reflection on gender biases in learning materials and classroom language, alongside promoting equal participation of all genders in STEM fields, physical education, and leadership roles. Restricting female students to specific academic streams based on gender stereotypes contradicts equitable pedagogical principles, perpetuating systemic educational gender bias.

269. (A) Joseph Renzulli
The Three-Ring Conception of Giftedness was developed by prominent educational psychologist Joseph Renzulli. Renzulli posits that gifted behavior occurs at the intersection of three fundamental human trait clusters: above-average intellectual ability, high levels of task commitment (motivation and perseverance), and high levels of creativity applied to specific areas of interest.

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270. (A) Diagnostic and Formative Feedback focusing on individual growth benchmarks and actionable guidance
An inclusive assessment framework prioritizes continuous Diagnostic and Formative Feedback focused on individual growth benchmarks and actionable instructional guidance. Rather than using punitive grading or public comparative rankings that demotivate struggling learners, formative feedback identifies specific learning gaps, highlights personal progress, and guides teachers and students to adjust learning strategies effectively.

271. (A) A duly notified Medical Board / Competent Medical Authority established by Government
Under the Rights of Persons with Disabilities Rules, the official Disability Certificate is legally issued exclusively by a competent medical authority comprising a duly notified Medical Board established by the government. The board evaluates physical or cognitive impairments using standardized clinical metrics, certifying disability percentage to establish legal entitlement to statutory benefits and educational accommodations.

272. (B) Direct vision screening, arrange eye specialist assessment, seat the child in front, and provide large-print materials
When a student exhibits physical indicators of visual strain—such as holding books close, squinting, experiencing headaches, and misreading letters—assuming cognitive impairment is incorrect. The Head of Institution should immediately arrange clinical vision screening with an eye specialist, position the student in the front row, and provide large-print materials and visual accommodations.

273. (A) The brain's ability to regulate and organize responses to sensory input (auditory, visual, tactile, vestibular) appropriately
Sensory Modulation in Autism Spectrum Disorder refers to the central nervous system's capacity to regulate, organize, and modulate environmental sensory input appropriately. Autistic individuals often experience sensory modulation differences, manifesting as sensory hyper-responsiveness (over-reactivity to sound/light) or sensory hypo-responsiveness (under-reactivity), requiring sensory corners, noise-reducing headphones, or sensory breaks to support self-regulation in school.

274. (A) Multiple Means of Action and Expression
In Universal Design for Learning, providing options for executive functions—such as supporting goal-setting, guiding planning and strategy development, facilitating information management, and enhancing progress monitoring—is part of Multiple Means of Action and Expression. These cognitive supports scaffold self-regulation, helping diverse learners plan, execute, and evaluate academic tasks successfully.

275. (A) Battery-operated audio recorders, portable spellcheckers, and simple amplification devices
Assistive technology tools categorized as Mid-Tech incorporate electronic or digital components but remain relatively simple, portable, and moderately priced. Standard examples include battery-operated audio tape recorders, portable electronic spellcheckers, simple desktop audio amplifiers, handheld digital magnifiers, and specialized talking calculators utilized to support learning access in classroom settings.

276. (A) One Teach, One Assist (Lead and Support)
The One Teach, One Assist co-teaching model involves one educator taking primary responsibility for delivering whole-class instruction, while the second educator circulates discreetly throughout the classroom. The assisting teacher provides unobtrusive individual support, answers student questions, manages behavior, monitors attention, and provides immediate scaffolding to struggling learners without interrupting the lesson flow.

277. (A) Section 17
Section 17 of the Right of Children to Free and Compulsory Education Act of 2009 explicitly prohibits physical punishment and mental harassment of children in schools. It makes subjecting any student to corporal punishment or emotional abuse a punishable administrative offense, establishing child-friendly, safe, and protective school environments for every learner.

278. (A) Build capacity and provide equitable quality education for female and transgender students across the nation
The National Education Policy 2020 advocates establishing a dedicated Gender-Inclusion Fund. The primary objective of this fund is allocating central resources to build institutional capacity, provide sanitation infrastructure, deliver targeted scholarships, ensure safe community

transport, and support state schemes aimed at providing equitable, quality education to female and transgender students nationwide.

279. (A) Underachieving Gifted / Twice-Exceptional Learners
Gifted students who demonstrate high creative or intellectual potential but exhibit low academic performance due to classroom boredom, lack of motivation, inappropriate curriculum, or co-occurring learning disabilities (such as dyslexia or ADHD) are classified as Underachieving Gifted or Twice-Exceptional (2e) learners, requiring qualitative enrichment, strength-based pedagogy, and disability accommodations.

280. (B) Reject representation, educate parents on RPwD Act 2016 and board rules, explaining accommodations ensure equity
When parents object to examination accommodations for CWSN, the principal must uphold legal rights and inclusive values. The Head of Institution should reject the representation, educate the parents' association on the Rights of Persons with Disabilities Act and examination board guidelines, explaining that accommodations do not grant unfair advantages, but level the playing field.

281. (A) Locomotor Disability
Under the Rights of Persons with Disabilities Act of 2016, Muscular Dystrophy, Acid Attack Victims, and Leprosy Cured Persons are legally categorized under the broad umbrella of Locomotor Disability alongside Cerebral Palsy and Dwarfism. This classification recognizes that these conditions affect physical mobility, movement control, or muscle function, entitling affected individuals to structural accessibility and non-discrimination.

282. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning creates inclusive classrooms by providing flexible options for representation, expression, and engagement. UDL assumes that learner diversity is the baseline norm rather than an exception. By embedding pedagogical choices into curriculum design from the outset, UDL eliminates learning barriers and accommodates diverse sensory, cognitive, and affective profiles effectively.

283. (A) Identifying and leveraging student individual talents, interests, and capabilities to facilitate learning rather than focusing exclusively on remediating deficits
The fundamental philosophy behind Strength-Based Pedagogy in inclusive education involves identifying, valuing, and leveraging each student's unique talents, personal interests, and cognitive capabilities to drive learning. Rather than focusing exclusively on remediating deficits or highlighting weaknesses, strength-based teaching utilizes personal strengths as instructional entry points to build academic confidence, engagement, and competence.

284. (A) Autism Spectrum Disorder
Autism Spectrum Disorder is a lifelong neurodevelopmental condition recognized under the Rights of Persons with Disabilities Act of 2016. It is characterized by persistent challenges in social communication, social interaction, adherence to restricted interests, repetitive movement patterns, and sensory processing differences, requiring structured visual environments, social stories, and predictable classroom routines.

285. (A) I, II, and III only
Essential structural components of an Individualized Education Plan include Present Levels of Academic Achievement and Functional Performance (PLAAFP), measurable annual goals with short-term benchmarks, and explicit statements of special education services, related therapies, and supplementary aids. Parental financial property details and tax records are completely irrelevant to educational planning and excluded from IEP documents.

286. (A) Concrete Tactile Learning / Tactile Realia
Using real physical objects (tactile realia) during instruction represents Concrete Tactile Learning for visually impaired students. Presenting authentic physical items—such as actual leaves, rocks, geometric shapes, or household objects—allows blind learners to explore texture, weight, shape, and structure through direct touch, constructing clear mental schemas before introducing raised-line tactile diagrams or abstract concepts.

287. (A) Multiple Means of Engagement
Optimizing individual choice, autonomy, relevance, authenticity, and value directly

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CHAPTER 08

Motivation and Classroom Psychology

1. In psychological literature, motivation is defined as an internal state that activates, directs, and sustains behavior towards a goal. Which of the following components represents the 'directional' aspect of motivation?
(A) The physical energy and metabolic effort expended during task completion
(B) The sustained persistence demonstrated in overcoming learning obstacles
(C) The selection of a specific goal or action among competing alternatives
(D) The physiological arousal and tension experienced prior to performance

2. A student completes advanced calculus problem sets purely for the internal sense of satisfaction and intellectual mastery derived from solving complex equations. This behavior exemplifies which concept?
(A) Extrinsic motivation governed primarily by introjected regulation
(B) Intrinsic motivation characterized by personal inherent satisfaction
(C) Extrinsic motivation governed primarily by identified regulation
(D) Operant conditioning mediated directly by primary reinforcement

3. Which of the following scenarios illustrates a student operating under 'identified regulation', a form of extrinsic motivation within Self-Determination Theory?
(A) Learning complex grammar rules solely to avoid harsh parental punishment and administrative reprimands
(B) Memorizing formulas meticulously to receive a substantial cash reward from the educational institution
(C) Practicing public speaking skills to gain high social status among influential peer group members
(D) Studying organic chemistry diligently because the student recognizes its genuine value for a career

4. According to Edward Deci and Richard Ryan's Self-Determination Theory, intrinsic motivation flourishes when an educational environment supports three basic psychological needs. What are these three needs?
(A) Autonomy, Competence, and Relatedness
(B) Achievement, Power, and Affiliation
(C) Physiological, Safety, and Self-Actualization
(D) Self-efficacy, Locus of Control, and Self-Esteem

5. Consider the following statements regarding the 'Overjustification Effect':
I. It occurs when offering extrinsic rewards for an already intrinsically interesting activity decreases the student's intrinsic motivation.
II. It is most pronounced when rewards are unexpected and verbal rather than tangible and expected.
III. It can be minimized by using task-contingent rather than performance-contingent feedback.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

6. According to Locke and Latham's Goal-Setting Theory, which specific characteristics of goals lead to the highest level of task performance in high school students?
(A) Specific and challenging goals with clear feedback
(B) Vague and easy goals
(C) General "do your best" goals without explicit deadline criteria
(D) Unrealistic and highly ambiguous goals designed to stretch potential

7. According to Albert Bandura, self-efficacy refers to an individual's belief in their capability to execute actions necessary to achieve specific performance attainments. Which source of self-efficacy is considered the most influential?
(A) Vicarious experiences gained through

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296. (A) Assisting the child with physical mobility, personal hygiene, seating, and daily living needs within the school campus
The primary role of an Aya, caregiver, or attendant provided under Samagra Shiksha for CWSN with severe physical or multiple disabilities is non-pedagogical physical support. They assist the student with physical mobility across campus, toilet hygiene, transfer seating, eating during breaks, and maintaining personal comfort, ensuring the learner participates safely in daily school routines.

297. (A) Bridge or conduit for facilitating academic achievement and critical understanding
Culturally Responsive Pedagogy asserts that a student's cultural background, lived experiences, and home language should be utilized by teachers as an instructional bridge or conduit. By validating and connecting students' socio-cultural heritage with classroom curriculum content, educators facilitate deeper academic understanding, foster identity affirmation, and enhance cognitive engagement in diverse, inclusive classrooms.

298. (A) Direct the teacher to evaluate the student based on the functional adapted goals specified in the student's IEP and provide hands-on money manipulatives
Evaluating a student with mild intellectual disability strictly on grade-level abstract algebra violates IEP guidelines. The principal should instruct the teacher to assess the student against the functional math goals specified in their Individualized Education Plan, utilizing concrete money manipulatives and real-world application tasks to evaluate progress accurately and respectfully.

299. (A) Move between different fluid group configurations (whole class, small group, pairs, individual) based on specific learning needs, task objectives, and interest
Flexible Grouping in differentiated instruction allows students to move dynamically between fluid group configurations—such as whole-class instruction, small readiness groups, interest-based pairs, or independent study—based on ongoing assessment data, task objectives, and learning needs. Flexible grouping avoids static ability tracking, fostering collaborative social interactions and responsive learning support across classroom activities.

300. (A) Welcomes, values, supports, and educates all learners together in equitable, barrier-free environments, fostering full human potential and social harmony
The ultimate objective of Inclusive Education, as mandated by national policy frameworks and international human rights conventions, is creating an educational system that welcomes, values, supports, and educates all learners together in equitable, barrier-free environments. Inclusive education transforms institutional cultures, eliminates discrimination, develops full human potential, and fosters social harmony, equity, and mutual respect within society.

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unique and invincible.

III. Identity vs Role Confusion — The fifth stage of Erik Erikson's psychosocial development theory.

IV. Formal Operational Stage — Jean Piaget's stage characterized by abstract, hypothetical-deductive reasoning.

Which of the above statements are correct?

(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, II, III, and IV

16. In G. Stanley Hall's classical psychological framework, adolescence was famously conceptualized as a period of:

(A) "Tranquility and Intellectual Consolidation"
(B) "Concrete Operational Competence"
(C) "Sensorimotor Adaptation"
(D) "Storm and Stress" (Sturm und Drang)

17. David Elkind's research on adolescent egocentrism explains which common secondary school classroom phenomenon?

(A) Inability to perform complex conservation tasks during practical science laboratories
(B) Total reliance and dependence on teacher authority for moral decision-making processes
(C) High risk-taking behavior and intense self-consciousness about physical appearance
(D) Preference for passive rote memorization over abstract conceptual problem-solving

18. According to Jean Piaget, adolescent cognitive development is marked by the onset of formal operational thought. What key capability emerges during this stage?

(A) Ability to perform trial-and-error operations on concrete objects only
(B) Hypothetical-deductive reasoning and systematic hypothesis testing
(C) Egocentric language dominance and lack of reversibility
(D) Reliance on symbolic gestures without abstract logic

19. An adolescent student exhibits erratic emotional outbursts, rapid mood shifts, and heightened emotional intensity. What neurological factor contributes significantly to this developmental phenomenon?

(A) Structural maturity of the prefrontal cortex occurring far prior to limbic system development
(B) Complete degeneration of neural plasticity and synaptic connections within the cerebrum
(C) Early precipitous decline of neurotransmitter production throughout the lower brainstem
(D) Early maturation of limbic structures relative to the slower maturing prefrontal cortex

20. Which classroom management intervention is most appropriate for a student demonstrating persistent Oppositional Defiant Disorder (ODD) characteristics?

(A) Public reprimands and immediate disciplinary action to establish institutional authority firmly
(B) Indefinite suspension from all institutional activities without conducting behavioral assessment
(C) Private non-confrontational dialogue with clear choices and predictable direct consequences
(D) Ignoring rule infractions completely to prevent escalation and avoid classroom confrontation

21. Functional Behavioral Assessment (FBA) is an evidence-based approach used to understand classroom behavioral problems. What are the three core components evaluated in an FBA?

(A) Antecedent, Behavior, Consequence (ABC framework)
(B) Anxiety assessment, Baseline data, Correction plan
(C) Assessment rubric, Benchmark target, Control group
(D) Attitude profiling, Action strategy, Constraint limit

22. When managing a severe violent or aggressive episode involving a high school student in the classroom, what should be the immediate priority of the school administrator or teacher?

(A) Diagnosing the root cause of the emotional disturbance through extensive psychological profiling
(B) Administering formal academic punishment, suspension orders, and monetary fines immediately
(C) Conducting a formal peer sociometric survey to map classroom interpersonal dynamics
(D) Ensuring physical safety of all students and staff while de-escalating the immediate crisis

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observing successful peer modeling
(B) Verbal persuasion and encouragement from authoritative subject teachers
(C) Physiological and affective arousal management during task performance
(D) Enactive mastery experiences achieved through authentic personal success

8. A school Principal notices that Grade 9 students are experiencing high test anxiety and low academic self-efficacy in Physics. The Head of Institution arranges for senior students who previously struggled with Physics but eventually succeeded to conduct peer-led demonstration workshops. Which primary source of self-efficacy is the Principal strategically utilizing?
(A) Enactive mastery experiences
(B) Vicarious experiences (modeling)
(C) Physiological state alteration
(D) External tangible reinforcement

9. Bandura's concept of 'Reciprocal Determinism' posits that human functioning is the product of a continuous, interacting triad of factors. What are these three factors?
(A) Id drive structures, Ego control functions, and Superego morality
(B) External Stimulus, Behavioral Response, and Operant Reinforcement
(C) Personal factors, Behavioral actions, and Environmental influences
(D) Schema Assimilation, Cognitive Accommodation, and Equilibrium state

10. Julian Rotter introduced the concept of Locus of Control. A student with a strong 'Internal Locus of Control' attributes academic failure primarily to:
(A) Unfair test items and biased grading criteria created by the subject teacher
(B) Unfortunate bad luck, ill health, or misfortune on the day of examination
(C) Inherent structural difficulty of the prescribed syllabus
(D) Insufficient personal effort and inadequate study strategy preparation

11. David McClelland identified three primary implicit needs in his Achievement Motivation Theory. Which profile is most characteristic of a successful entrepreneur or self-directed academic learner?
(A) High need for Achievement (nAch), Moderate need for Power (nPow)
(B) High need for Affiliation (nAff), Low need for Achievement (nAch)
(C) High need for Power (nPow), Low need for Achievement (nAch)
(D) High need for Affiliation (nAff), High need for Power (nPow)

12. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Students who hold an incremental theory of intelligence (growth mindset) tend to adopt mastery-oriented goals in academic tasks.
Reason (R): They believe that intelligence is a fixed attribute that cannot be altered regardless of effort or practice.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. According to Bernard Weiner's Attribution Theory, attributes are classified along three dimensional axes. What are these three dimensions?
(A) Positive-Negative affect, Active-Passive engagement, Primary-Secondary focus
(B) Internal-External, Stable-Unstable, Controllable-Uncontrollable dimensions
(C) Cognitive-Affective response, Intrinsic-Extrinsic locus, Direct-Indirect path
(D) Conscious-Unconscious state, Personal-Social orientation, Fixed-Growth orientation

14. Under Weiner's Attribution Framework, if a student attributes a failed mathematics examination to "low innate intelligence", this attribution is classified as:
(A) Internal, Stable, Uncontrollable
(B) Internal, Unstable, Controllable
(C) External, Stable, Uncontrollable
(D) External, Unstable, Controllable

15. Consider the following statements regarding developmental characteristics during adolescence:
I. Imaginary Audience — Believing that one is the center of everyone else's attention and scrutiny.
II. Personal Fable — Believing that one's feelings and experiences are completely

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operationalizes the Universal Design for Learning principle of Multiple Means of Engagement. By offering choices in learning context, challenge levels, task formats, and self-monitoring tools, this principle addresses the affective domain of learning, fostering intrinsic motivation, sustained effort, and deep cognitive investment across diverse learners.

288. (A) I and II only
Assistive technologies designed for children with hearing loss include personal Frequency Modulation (FM) hearing systems and induction loop systems installed in classrooms. FM and induction loop systems amplify acoustic signals and transmit the teacher's voice directly to hearing aids, reducing background noise. Refreshable Braille displays provide tactile output for visual impairments and do not support hearing loss.

289. (A) Languages and modes and means of communication (such as Sign Language and Braille)
Section 16(g) of the Rights of Persons with Disabilities Act of 2016 explicitly mandates that education delivered to children who are blind, deaf, or hard of hearing must be provided in the most appropriate languages, modes, and means of communication. This requires educational institutions to deliver instruction using Indian Sign Language, Braille, tactile media, and accessible formats.

290. (A) The systematic process of breaking down a complex compound task into small, sequential, teachable component steps
Task Analysis in special education pedagogy is the systematic process of breaking down a complex skill, learning objective, or multi-step activity into small, sequential, teachable component steps. Taught incrementally through forward or backward chaining, task analysis allows students with intellectual disabilities or developmental delays to master complex academic, vocational, or daily living skills successfully.

291. (A) Dyscalculia
Dyscalculia is the specific learning disability characterized by persistent challenges in acquiring basic mathematical skills, understanding quantitative concepts, place values, time, money, and spatial arithmetic alignment. Students with dyscalculia benefit from using concrete math manipulatives, visual grid paper, visual organizers, and step-by-step instructional scaffolding to build mathematical fluency alongside peers.

292. (B) Issue immediate administrative directives ensuring full social integration during non-academic, lunch, and physical education periods, with appropriate supervisory support
Isolating children with disabilities during non-academic, lunch, or sports periods violates inclusive principles and statutory mandates. The Head of Institution must issue immediate directives enforcing full social integration during non-academic times, providing appropriate supervisory support and peer-buddy networks to ensure physical safety while cultivating inclusive social interactions and mutual respect among all students.

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293. (A) Ronald Mace
The concept of Universal Design was first coined by the visionary architect Ronald Mace. Mace advocated for designing buildings, products, and physical environments from the outset to be usable by all people to the greatest extent possible without needing retrofitted adaptations, laying the conceptual groundwork for Universal Design for Learning in education.

294. (A) Providing learning materials at varying levels of complexity, abstraction, and depth to match student readiness levels
Tiered Content in differentiated instruction involves providing learning materials and concepts at varying levels of complexity, abstraction, and cognitive depth to match diverse student readiness levels. All students explore the core learning standard, but struggling learners utilize concrete scaffolds while advanced learners engage with complex extensions, ensuring appropriate intellectual challenge for everyone.

295. (A) Parkinson's Disease
Parkinson's Disease is a specified chronic neurological disability recognized under the Rights of Persons with Disabilities Act of 2016. It is a progressive disorder of the central nervous system affecting dopamine-producing neurons in the brain, leading to motor symptoms such as resting tremors, muscle rigidity, slowness of movement (bradykinesia), and postural instability.

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23. Test anxiety in adolescents consists of two main components: 'Worry' and 'Emotionality'. Which statement correctly distinguishes between these two components?
(A) Worry refers to physiological body responses like heart rate, while Emotionality refers to self-talk patterns.
(B) Worry refers to cognitive concerns about performance, while Emotionality refers to physiological arousal.
(C) Worry represents an external locus of control, while Emotionality represents an internal locus of control.
(D) Worry consistently increases test scores, while Emotionality completely destroys intrinsic task interest.

24. A teacher uses sociometry in a secondary classroom to map interpersonal relationships among students. The resulting diagram showing choices and rejections among peer groups is called a:
(A) Histogram
(B) Sociogram
(C) Dendrogram
(D) Organogram

25. Consider the following statements regarding the 'Pygmalion Effect' (Teacher Expectation Effect) studied by Rosenthal and Jacobson:
I. High teacher expectations lead to an improvement in student performance.
II. Low teacher expectations automatically increase intrinsic academic motivation through compensatory effort.
III. Teacher expectations influence student outcomes primarily through climate, input, output opportunity, and feedback mechanisms.
Which of the statements given above is/are correct?
(A) I only
(B) I and III only
(C) II and III only
(D) I, II, and III

26. What phenomenon describes the negative impact on student academic performance when a teacher holds systematically low expectations for that student?
(A) Pygmalion Effect
(B) Golem Effect
(C) Galatea Effect
(D) Hawthorne Effect

27. According to Mihaly Csikszentmihalyi's Flow Theory, optimal student engagement ("Flow") occurs when:
(A) Skill level is extremely high while task challenge level remains exceptionally low
(B) Both skill level and task challenge level are high and appropriately balanced
(C) Task challenge level is exceptionally high while student skill level remains low
(D) Both skill level and task challenge level are maintained at extremely low levels

28. A teacher notices that providing generic praise like "You are brilliant!" causes students to avoid challenging tasks. The Principal advises the teacher to switch to 'process praise'. Which statement exemplifies effective 'process praise'?
(A) "You are naturally gifted at mathematics and logic, so completing this exam was effortless for you."
(B) "I am proud of how you tried multiple strategies and persisted through that difficult problem set."
(C) "You scored highest in the entire district ranking list; you are clearly smarter than everyone else."
(D) "Good job on this test, you have proven once again that you were born an absolute mathematical genius!"

29. According to Carol Dweck's Mindset Theory, students who possess a "Fixed Mindset" (Entity Theory of Intelligence) believe that:
(A) Intelligence can be developed through effort, instruction, and persistence
(B) Academic success is purely a function of external social luck
(C) Mastery goals are superior to performance-avoidance goals
(D) Intelligence is an inborn, static trait that cannot be changed

30. Which stage of Erik Erikson's Psychosocial Theory of Development corresponds directly to the secondary school age group (adolescence)?
(A) Industry vs Inferiority
(B) Autonomy vs Shame and Doubt
(C) Identity vs Role Confusion
(D) Intimacy vs Isolation

31. Which form of motivation is sustained primarily by external consequences such as grades, tangible prizes, praise, or threat of detention?
(A) Intrinsic Motivation

(B) Extrinsic Motivation
(C) Amotivation
(D) Autonomous Motivation

32. In Pavlovian classical conditioning terms, if a student develops a severe fear of test-taking due to past traumatic failures, the examination room environment acts as a:
(A) Unconditioned Stimulus
(B) Conditioned Stimulus
(C) Unconditioned Response
(D) Neutral Reinforcer

33. B.F. Skinner demonstrated that behaviors can be strengthened using reinforcement schedules. Which reinforcement schedule produces the highest resistance to extinction and steady rates of student response?
(A) Fixed-Ratio Schedule
(B) Fixed-Interval Schedule
(C) Variable-Ratio Schedule
(D) Continuous Reinforcement Schedule

34. Removing an undesirable or unpleasant stimulus when a student exhibits a target desirable behavior (e.g., removing extra homework when students maintain classroom silence) is known as:
(A) Positive Reinforcement
(B) Negative Reinforcement
(C) Positive Punishment
(D) Extinction

35. Consider the following behavioral techniques used in classroom discipline management:
I. Response Cost — Removing an earned token or privilege following an inappropriate behavior.
II. Time-Out — Removing a student from a reinforcing environment to a non-reinforcing space.
III. Premack Principle — Using a high-frequency (preferred) behavior as a reinforcer for a low-frequency (less preferred) behavior.
IV. Shaping — Reinforcing successive approximations of a target behavior.
Which of the above pairs are correctly described?
(A) I and II only
(B) III and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

36. What is the core assertion of the Premack Principle (Grandma's Rule) in educational psychology?
(A) Low-probability non-preferred behaviors can be systematically used to reinforce high-probability preferred behaviors.
(B) High-probability preferred behaviors can serve as effective reinforcers for low-probability non-preferred behaviors.
(C) Extrinsic tangible rewards permanently destroy intrinsic motivation across all formal educational contexts and age groups.
(D) Negative punishment is consistently more effective than positive reinforcement in shaping sustained student study habits.

37. Which concept refers to a student's general evaluation of their own self-worth as a human being?
(A) Self-Efficacy
(B) Self-Concept
(C) Self-Esteem
(D) Locus of Control

38. In Albert Bandura's observational learning model, what is the correct chronological sequence of the four sub-processes involved in observational learning?
(A) Retention → Attention → Motor Reproduction → Motivation
(B) Attention → Retention → Motor Reproduction → Motivation
(C) Motivation → Attention → Retention → Motor Reproduction
(D) Motor Reproduction → Attention → Retention → Motivation

39. Which of the following is an example of an internal, unstable, and controllable attribution for academic performance?
(A) Ability
(B) Effort
(C) Task Difficulty
(D) Luck

40. According to Atkinson's Expectancy-Value Theory of achievement motivation, a student's motivation to perform a specific task is determined by:
(A) Expectancy of success and the subjective value placed on success
(B) External punishment threats and institutional discipline regulations
(C) Innate IQ intelligence level and physical

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health parameters
(D) Peer acceptance level and subject teacher popularity rating

41. When a student works hard on a project solely to avoid feeling guilty or ashamed of disappointing parents, Self-Determination Theory classifies this motivation as:
(A) Introjected Regulation
(B) External Regulation
(C) Identified Regulation
(D) Integrated Regulation

42. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Mastery goals focus on learning, understanding, and improving competence, whereas performance goals focus on demonstrating superior ability relative to peers.
Reason (R): Students oriented towards performance-avoidance goals actively seek out challenging academic assignments to prove their intellectual power.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which of the following classroom strategies is most effective for fostering a Growth Mindset in students?
(A) Displaying a publicly ranked merit list of top-performing students on the main school notice board
(B) Framing mistakes as necessary learning opportunities and praising strategic persistence in tasks
(C) Assigning uniformly easy tasks so that every student consistently scores maximum marks on tests
(D) Attributing academic success publicly to innate high intelligence, talent, and natural ability

44. What type of goal orientation is demonstrated by a student who refrains from asking questions in class out of fear of looking foolish or incompetent in front of classmates?
(A) Performance-Avoidance Goal
(B) Mastery-Approach Goal
(C) Mastery-Avoidance Goal
(D) Performance-Approach Goal

45. Consider the following statements regarding Martin Seligman's theory of 'Learned Helplessness':
I. It results when a student repeatedly experiences negative events that they perceive as uncontrollable.
II. Students with learned helplessness attribute failure to internal, stable, and uncontrollable causes (e.g., lack of ability).
III. It significantly enhances achievement motivation by triggering a competitive drive.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

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46. What developmental feature of adolescence explains the tendency of teenagers to engage in high-risk behaviors such as reckless driving or substance experimentation?
(A) Precocious accelerated development of executive control functions and analytical reasoning within the cerebral cortex
(B) Total reliance on concrete operational thinking skills over intense emotional impulses and physiological drives
(C) Total lack of peer group influence combined with complete psychological dependence on parental authority figures
(D) The belief in the 'Personal Fable' of invulnerability combined with immature prefrontal executive control

47. Which term describes the adolescent belief that others are as obsessed with their appearance and behavior as they are themselves?
(A) Personal Fable
(B) Imaginary Audience
(C) Identity Diffusion
(D) Egocentric Centration

48. According to Erik Erikson, successful resolution of the adolescent psychosocial crisis of 'Identity vs Role Confusion' leads to the development of which virtue?
(A) Hope
(B) Fidelity
(C) Purpose
(D) Competence

116. A student who actively chooses challenging projects, seeks continuous feedback, and persists in the face of initial failure is demonstrating which type of goal orientation?
(A) Mastery-Approach Goal
(B) Performance-Avoidance Goal
(C) Work-Avoidance Goal
(D) Performance-Approach Goal

117. Which component of Bandura's observational learning model involves the learner retaining a mental representation of the modeled behavior in memory through verbal coding or visual imagery?
(A) Attention
(B) Retention
(C) Motor Reproduction
(D) Motivation

118. What is 'Amotivation' as defined within Self-Determination Theory?
(A) High internal drive to perform academic tasks primarily for external monetary and tangible rewards
(B) Complete lack of intention to act, accompanied by feelings of incompetence and lack of control
(C) Strong motivation driven by deep internal curiosity, aesthetic enjoyment, and personal interest
(D) Short-term temporary motivation created by intense peer competition and public ranking systems

119. A school counselor uses Cognitive Behavioral Therapy (CBT) techniques to help an anxious student. The primary focus of CBT in managing student anxiety is:
(A) Analyzing early childhood unconscious dream symbols and unresolved psychoanalytic conflicts
(B) Identifying, challenging, and modifying automatic negative thoughts and maladaptive beliefs
(C) Administering aversive physical stimuli whenever subjective feelings of anxiety appear
(D) Prescribing pharmacological medications directly in the school guidance and counseling room

120. Which social dynamic concept describes the tendency of adolescents to conform to group standards, attitudes, and behaviors to gain acceptance and avoid social ostracization?
(A) Peer Pressure / Peer Conformity
(B) Teacher Expectation Effect
(C) Pygmalion Shift
(D) Structural Centration

121. In a secondary school, a teacher notices that when two popular students are praised for neat handwriting, other students in the class immediately clean up their exercise books. What psychological phenomenon explains this behavior?
(A) Classical Conditioning
(B) Vicarious Reinforcement
(C) Aversive Conditioning
(D) Negative Reinforcement

122. Which term refers to a student's cognitive representation of their overall academic abilities across subjects?
(A) Academic Self-Concept
(B) Academic Locus of Control
(C) Academic Emotionality
(D) Academic Somatization

123. How does high Academic Self-Concept differ from high Academic Self-Efficacy?
(A) Self-Concept is a broad evaluation in a domain; Self-Efficacy is a belief in executing specific tasks.
(B) Self-Concept is purely physiological in nature; Self-Efficacy relies strictly on external locus.
(C) Self-Concept refers to task motivation; Self-Efficacy refers to measured intelligence quotient.
(D) There is no conceptual distinction between Self-Concept and Self-Efficacy in academic settings.

124. According to Atkinson, if the probability of success (P_s) on an academic task is very high ($P_s = 0.90$), what is the incentive value of success (I_s)?
(A) 0.90
(B) 0.10
(C) 1.00
(D) 0.50

125. Consider the following statements regarding Atkinson's Achievement Motivation Model ($M = M_s \times P_s \times I_s$):
I. Incentive value of success (I_s) is inversely related to probability of success (P_s), such

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students.
(C) Delayed praise shifts the student's locus of control completely from external factors to internal factors.
(D) Immediate feedback establishes a clear temporal contingency between the specific behavior and the reinforcer.

59. Which theorist developed the concept of the 'Hierarchy of Human Needs', placing Self-Actualization at the apex?
(A) Carl Rogers
(B) Abraham Maslow
(C) B.F. Skinner
(D) Lev Vygotsky

60. According to Maslow's Hierarchy of Needs, which needs must be reasonably satisfied before a student can focus effectively on higher-order intellectual growth and self-actualization needs?
(A) Aesthetic appreciation needs and cognitive knowledge/understanding needs only
(B) Basic deficiency needs (Physiological, Safety, Belongingness, and Esteem needs)
(C) Transcendence needs and spiritual fulfillment orientation parameters
(D) Metacognitive regulation needs and self-monitoring learning strategies

61. A student studies hard for an examination because they believe that acquiring knowledge is intrinsically valuable and integral to their personal identity. In Self-Determination Theory, this is:
(A) Integrated Regulation
(B) External Regulation
(C) Amotivation
(D) Introjected Regulation

62. Which strategy is most effective for enhancing a student's internal locus of control regarding academic outcomes?
(A) Attributing student success publicly to easy examination papers and lenient grading criteria
(B) Helping the student track effort, strategy choices, and their direct link to performance progress
(C) Giving unearned high marks systematically to build student self-esteem in an artificial manner
(D) Advising the student repeatedly that general cognitive intelligence is entirely fixed at birth

63. What distinguishes 'Vicarious Reinforcement' from 'Direct Reinforcement' in Bandura's Social Learning Theory?
(A) Vicarious reinforcement occurs when an observer sees a model reinforced for a behavior.
(B) Vicarious reinforcement involves tangible monetary rewards given directly to the learner.
(C) Vicarious reinforcement relies exclusively on unconditioned classical autonomic responses.
(D) Direct reinforcement occurs automatically without any observable behavioral engagement.

64. A high school teacher notices a student who possesses high ability in science but avoids taking advanced elective courses because of a profound fear of failure. This student displays high:
(A) Motive to achieve success (M_s)
(B) Motive to avoid failure ($M_{\{af\}}$)
(C) External locus of control with growth mindset
(D) Intrinsic academic curiosity

65. Consider the following strategies for addressing test anxiety in senior secondary students:
I. Teaching systematic cognitive restructuring techniques to replace irrational negative self-talk.
II. Training students in deep breathing and relaxation procedures (somatic management).
III. Advising students that the final examination determines their total human worth and life outcome.
Which of the above strategies are constructive interventions?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

66. In Lawrence Kohlberg's theory of moral development, which stage corresponds to adolescent moral reasoning driven by social approval and maintaining interpersonal relationships ("good boy-nice girl" orientation)?
(A) Stage 1: Punishment and Obedience Orientation
(B) Stage 3: Interpersonal Conformity
(C) Stage 5: Social Contract Orientation
(D) Stage 6: Universal Ethical Principles

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82. Which theory suggests that individuals are motivated to maintain an optimal level of physiological and psychological arousal (neither under-aroused/bored nor over-aroused/stressed)?
(A) Drive-Reduction Homeostatic Motivation Theory
(B) Arousal Theory / Yerkes-Dodson Performance Law
(C) Instinct Theory of Human Behavioral Drives
(D) Cognitive Dissonance and Consistency Theory

83. The Yerkes-Dodson Law posits that the relationship between arousal level and performance is represented by:
(A) A linear positive straight line
(B) An inverted U-shaped curve
(C) A linear negative straight line
(D) A step-function exponential curve

84. According to the Yerkes-Dodson Law, optimal performance on a highly complex and difficult cognitive task requires:
(A) Extremely high levels of physiological and autonomic arousal
(B) Complete absence of cognitive engagement or task motivation
(C) Maximum physical muscular fatigue and mental exhaustion
(D) Moderate to lower levels of physiological and cognitive arousal

85. Consider the following statements regarding 'Cognitive Dissonance' (Leon Festinger) in classroom learning:
I. It occurs when a student holds two contradictory cognitions, causing psychological discomfort.
II. Teachers can deliberately create cognitive dissonance to stimulate intellectual curiosity and conceptual change.
III. Cognitive dissonance automatically destroys student motivation and must be avoided at all costs.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

86. Which attributional pattern for success and failure is most characteristic of students experiencing 'Learned Helplessness'?
(A) Success → Effort (Internal, Controllable); Failure → Bad Luck (External, Unstable)
(B) Success → Luck/Easy Task (External); Failure → Lack of Ability (Internal, Stable)
(C) Success → High Ability (Internal, Stable); Failure → Low Effort (Internal, Unstable)
(D) Success → Strategy (Controllable); Failure → Strategy Choice (Controllable)

87. An adolescent who states, "No one has ever felt love or pain as deeply as I am feeling it right now; nobody can possibly understand me," is demonstrating:
(A) Imaginary Audience
(B) Personal Fable
(C) Identity Achievement
(D) Formal Operational Decentration

88. A school Principal observes that during parent-teacher meetings, several parents complain that their teenage children display emotional lability, mood swings, and rebellious behavior at home. In an orientation session on adolescent psychology, what core explanation should the Principal offer parents?
(A) These behaviors reflect normative brain maturation differences combined with identity exploration.
(B) Adolescents suffer from permanent personality disorders requiring intensive clinical medical intervention.
(C) Such behaviors are caused entirely by inadequate school discipline policies and low homework workload.
(D) Adolescent cognitive brain development halts completely between the ages of 12 and 18 years.

89. Which intervention technique involves systematic exposure to feared stimuli (e.g., public speaking or test situations) while maintaining a state of physical relaxation?
(A) Rapid flooded exposure techniques
(B) Systematic desensitization therapy
(C) Response cost token contingency
(D) Aversive behavioral conditioning

90. Which type of reward structure creates high individual competition, where one student's success directly decreases the likelihood of another student's success?
(A) Cooperative Reward Structure
(B) Competitive Reward Structure
(C) Individualistic Reward Structure

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nervousness before an inter-school athletic sports competition
(B) Strong preference for studying with a close friend over studying alone during examination preparation
(C) Occasional disagreements and arguments with parental authority figures regarding weekend curfew hours
(D) Persistent withdrawal from peer activities, loss of interest in hobbies, and dropping performance

75. Consider the following behavioral management terms and their definitions:
I. Token Economy — System where targeted behaviors are reinforced with symbolic tokens exchangeable for rewards.
II. Extinction — Withholding reinforcement for a previously reinforced behavior until the behavior decreases/ceases.
III. Differential Reinforcement — Reinforcing acceptable alternative behaviors while ignoring or withholding reinforcement for inappropriate behaviors.
IV. De-escalation — Communication techniques used to calm an agitated student and regain emotional stability.
Which of the above statements are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, II, III, and IV

76. In self-regulated learning models (e.g., Barry Zimmerman), what are the three cyclical phases of self-regulation?
(A) Environmental Input, Cognitive Processing, and Behavioral Output
(B) Strategic Planning, Action Doing, and Performance Checking
(C) Forethought, Performance/Volitional Control, and Self-Reflection
(D) Antecedent Trigger, Behavioral Action, and Consequence Feedback

77. Which statement accurately describes the relationship between self-efficacy and task persistence?
(A) High self-efficacy leads directly to immediate task abandonment upon encountering minor obstacles.
(B) High self-efficacy increases effort and persistence when facing challenging academic obstacles.
(C) Low self-efficacy causes students to actively seek out exceptionally difficult academic challenges.
(D) Self-efficacy has zero empirical correlation with student task persistence or effort expenditure.

78. Which of the following is an affective engagement strategy used by teachers to foster a positive classroom psychological climate?
(A) Lecturing non-stop for 60 minutes without making eye contact, checking comprehension, or inviting questions
(B) Administering unannounced pop quizzes exclusively as punitive disciplinary tools for classroom management
(C) Grading all assignments strictly on a bell curve to maximize peer competition and individual anxiety
(D) Creating a supportive, empathetic environment where students feel safe to ask questions without fear

79. When an adolescent believes that "Everyone in the cafeteria is looking at my tiny stain on my shirt and thinking I am disgusting", the student is exhibiting:
(A) Imaginary Audience
(B) Personal Fable
(C) Learned Helplessness
(D) External Regulation

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80. What type of praise focuses on a student's innate qualities (e.g., "You are super smart!") rather than their strategy or effort?
(A) Process Praise
(B) Person Praise
(C) Informational Feedback
(D) Constructive Criticism

81. Research by Carol Dweck indicates that frequent 'Person Praise' tends to foster which type of mindset and goal orientation?
(A) Fixed Mindset and Performance Goals (especially performance-avoidance orientation)
(B) Growth Mindset and Mastery Goals (especially mastery-approach learning orientation)
(C) High Academic Self-Efficacy, Autonomous Regulation, and Intrinsic Task Motivation
(D) Incremental Theory of Intelligence, High Resilience, and Metacognitive Self-Regulation

(D) A student's task achievement is evaluated against objective criteria independent of peers.

100. In Bandura's Social Learning Theory, what is 'vicarious punishment'?
(A) A student being physically reprimanded or suspended by the school administrator for misbehavior
(B) An observer decreasing a behavior after seeing another student punished for that behavior
(C) A student punishing themselves emotionally for failing an important academic examination
(D) A subject teacher being penalized by school authorities for student classroom misbehavior

101. Which psychological term describes the phenomenon where an individual works harder on a simple task when in the presence of others?
(A) Social Loafing
(B) Social Facilitation
(C) Groupthink
(D) Deindividuation

102. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Social loafing tends to occur during group learning activities when individual contributions are not identified or evaluated separately.
Reason (R): When individual accountability is absent, students feel less personal responsibility for the collective group outcome.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

103. To eliminate 'Social Loafing' in cooperative learning groups, a teacher should ensure:
(A) Group size is increased significantly to at least 15 students per working group
(B) Individual accountability and clear assignment of specific structured roles
(C) Only one collective group grade is awarded without monitoring individual work
(D) High-performing students complete all group assignments alone without peer input

104. Which of the following best defines 'Emotional Intelligence' (Daniel Goleman) in the context of adolescent development?
(A) The capacity to perform complex mathematical calculations rapidly under extreme time pressure
(B) The level of abstract logical reasoning measured accurately by standardized individual IQ tests
(C) The physical athletic coordination and physical stamina exhibited during competitive team sports
(D) The ability to recognize, understand, manage, and reason with emotions in oneself and others

105. Consider the following key components of Emotional Intelligence according to Daniel Goleman:
I. Self-Awareness — Recognizing one's own emotions and their effects.
II. Self-Regulation — Managing disruptive impulses and emotional outbursts.
III. Empathy — Sensing others' feelings and perspectives and taking an active interest in their concerns.
Which of the above components are essential for positive classroom climate management?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

106. In attribution theory, if a student attributes their failure in a test to "unfavorable examination room light and continuous loud noise outside", this attribution is:
(A) Internal, Stable, Controllable
(B) External, Unstable, Uncontrollable
(C) Internal, Unstable, Controllable
(D) External, Stable, Controllable

107. Which type of behavioral issue is characterized by internalizing distress, such as excessive withdrawal, depression, somatic complaints, and persistent worry?
(A) Externalizing Behavior Problems
(B) Conduct Behavior Problems
(C) Hyperactive-Impulsive Behavior Problems
(D) Internalizing Behavior Problems

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(D) Mastery Reward Structure

91. In a cooperative reward structure, student rewards are based on:
(A) The individual student's academic performance evaluated relative to standardized national norms
(B) The successful performance of the entire group working collaboratively toward a common goal
(C) Random lottery selection conducted periodically by the subject teacher during class hours
(D) Flawless memorization of subject matter demonstrated individually without any group interaction

92. Which classroom management style is characterized by high warmth/responsiveness combined with high explicit expectations and firm control?
(A) Authoritarian Style
(B) Authoritative Style
(C) Permissive Style
(D) Uninvolved / Neglectful Style

93. Research consistently shows that which teaching and parenting style yields the highest student academic self-efficacy, social competence, and emotional health?
(A) Authoritative
(B) Authoritarian
(C) Permissive
(D) Indulgent

94. What characterizes an 'Authoritarian' classroom management style?
(A) Low behavioral expectations combined with high warm nurturing and permissive boundaries
(B) High explicit rules, rigid control, punitive discipline, and low warm responsiveness
(C) Complete lack of classroom rules combined with total absence of teacher presence
(D) Democratic rule-making processes paired with flexible options for all students

95. Consider the four identity statuses proposed by James Marcia:
I. Identity Achievement — Commitment after exploration.
II. Identity Moratorium — Active exploration without current commitment.
III. Identity Foreclosure — Commitment without prior personal exploration.
IV. Identity Diffusion — Lack of both commitment and exploration.
Which of the above options correctly pair the status with its definition?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

96. Which term describes a student's belief about whether intelligence is fixed (Entity Theory) or malleable (Incremental Theory)?
(A) Implicit Theory of Intelligence / Mindset
(B) Internal-External Locus of Control Axis
(C) Self-Actualization Need Hierarchy Index
(D) Socio-Emotional Adjustment Profile Index

97. When a teacher uses 'modeling' to demonstrate mathematical problem-solving steps while thinking aloud, which learning theory principles are being directly applied?
(A) B.F. Skinner's Operant Conditioning Framework
(B) Ivan Pavlov's Classical Conditioning Framework
(C) Sigmund Freud's Psychoanalytic Personality Theory
(D) Albert Bandura's Social Cognitive Learning Theory

98. Which of the following is an example of an 'extrinsic reward' that is tangible and task-contingent?
(A) Feeling a profound sense of inner satisfaction after solving a complex math puzzle
(B) Receiving a chocolate bar for finishing five math problems assigned in class
(C) Recognizing personal mastery and fluency when conversing in a foreign language
(D) Enjoying the intrinsic aesthetic beauty and emotional expression of an art piece

99. How does an 'Individualistic' classroom reward system operate?
(A) Students compete aggressively against each other for a strictly limited number of top grades.
(B) Grade distribution for each individual depends entirely on the overall average group score.
(C) Rewards are distributed solely based on student age, institutional seniority, and grade level.

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67. An adolescent argues that a school rule should be modified because it discriminates against underprivileged students, demonstrating an understanding that laws are flexible tools for human welfare. According to Kohlberg, this represents:
(A) Post-conventional Stage 5 (Social Contract Orientation)
(B) Pre-conventional Stage 2 (Individualism and Exchange)
(C) Conventional Stage 4 (Law and Order Maintenance)
(D) Pre-operational Moral Egocentrism and Heteronomy

68. A Grade 10 student routinely displays severe outbursts, throwing chairs and threatening peers during class whenever difficult mathematics worksheets are distributed. The school Principal convenes a multidisciplinary support team. What should be the first step in managing this student's behavior systematically?
(A) Transfer the student immediately to another educational institution without administrative delay
(B) Conduct an FBA to determine the underlying function and trigger of the disruptive behavior
(C) Issue a formal police complaint under minor criminal laws to enforce school safety policies
(D) Require the student to sit in isolated confinement for the entire remaining academic term

69. When the function of a student's disruptive classroom behavior is identified as 'escape/avoidance' from difficult academic tasks, which intervention strategy is most appropriate?
(A) Increasing task difficulty significantly without providing hints or instructional scaffolds
(B) Publicly ridiculing the student's lack of academic effort in front of their peer group members
(C) Immediate long-term suspension from the academic subject without behavioral intervention
(D) Providing scaffolded instruction, breaking tasks down, and teaching how to request help

70. What is 'metacognition', a cognitive capacity that expands significantly during adolescence?
(A) Sensory perception and immediate physiological processing of environmental light and sound stimuli
(B) Knowledge of one's own cognitive processes and the ability to monitor and regulate them effectively
(C) The speed and automaticity of spinal reflex actions during physical stress situations
(D) Direct recall of rote-memorized historical dates and factual information under test stress

71. According to Lev Vygotsky, the distance between what a learner can do independently and what they can do with guidance and encouragement from a More Knowledgeable Other (MKO) is the:
(A) Stage of Formal Operations
(B) Zone of Proximal Development (ZPD)
(C) Locus of Control Continuum
(D) Ego Development Zone

72. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Extrinsic rewards, when used as unexpected feedback for high quality performance, do not necessarily reduce intrinsic motivation.
Reason (R): Rewards that convey positive informational feedback about competence enhance rather than diminish self-determination.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Which psychological phenomenon explains why students often conform to peer norms regarding dress code, study habits, and risk-taking during mid-adolescence?
(A) Peer Pressure and Normative Social Influence
(B) Pre-operational Centration and Egocentrism
(C) Overjustification Effect and Motivation Loss
(D) Sensorimotor Object Permanence Acquisition

74. Which of the following is a classic indicator of emotional disturbance or clinical depression in adolescent students?
(A) Temporary excitement, enthusiasm, and

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108. A secondary school student in Class 11 repeatedly reports to the school medical room with severe stomach aches and dizziness every Tuesday morning, right before the scheduled public oral presentation in English. Physical examination shows no organic medical cause. What psychological phenomenon should be suspected?
(A) Oppositional Defiant Disorder
(B) High intrinsic motivation coupled with high self-efficacy
(C) Attention Deficit Hyperactivity Disorder (Hyperactive type)
(D) Somatization of performance/evaluative anxiety

109. What is the fundamental difference between 'Praise' and 'Encouragement' as described by Rudolf Dreikurs?
(A) Praise rewards person and outcome; Encouragement focuses on effort and process.
(B) Praise increases internal locus of control, while Encouragement creates external dependency.
(C) Praise is given exclusively for failure, while Encouragement is given for high achievement.
(D) There is zero difference between praise and encouragement in psychological literature.

110. Which strategy builds long-term academic resilience in students who experience repeated academic setbacks?
(A) Teaching learning strategies, attributing progress to effort, and providing scaffolded feedback
(B) Lowering standards to an extreme degree so effort is never required for academic success
(C) Constantly reminding struggling students of their low performance relative to top peers
(D) Excluding struggling students completely from challenging classroom learning activities

111. According to Carl Rogers' Humanistic Theory of Personality, unconditional positive regard in an educational setting means:
(A) Giving top marks to all students regardless of exam answers or actual subject understanding
(B) Allowing total freedom without any institutional boundaries, safety rules, or adult guidance
(C) Rewarding only those elite students who achieve first rank in national standardized assessments
(D) Respecting a student as a worthy individual regardless of behavioral missteps or performance

112. An adolescent who experiences 'Identity Diffusion' (Marcia) is characterized by:
(A) High commitment to career goals following intense personal self-exploration and vocational testing
(B) Absence of clear goals, direction, and active commitment or exploration regarding identity choices
(C) Unquestioning acceptance of parental career decisions and family expectations without debate
(D) Intense active search for personal identity without yet reaching a firm personal commitment

113. What cognitive limitation or bias leads adolescents to engage in dangerous activities like substance abuse or unprotected stunts under the assumption that "accidents happen to others, never to me"?
(A) The Imaginary Audience
(B) Metacognitive failure
(C) The Personal Fable
(D) Conservation error

114. Which term describes the systematic reduction of teacher support as a student gains mastery over a complex cognitive skill?
(A) Modeling
(B) Scaffolding
(C) Shaping
(D) Classical Conditioning

115. Consider the following psychological theorists and their central concepts:
I. Albert Bandura — Social Cognitive Theory & Self-Efficacy
II. Bernard Weiner — Attribution Theory of Motivation
III. Carol Dweck — Mindset Theory (Fixed vs Growth)
IV. Martin Seligman — Learned Helplessness Theory
Which of the above pairs are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

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49. Which emotional development characteristic is typical of early adolescence?
(A) Rapid mood swings, heightened affective intensity, and vulnerability to self-consciousness
(B) High emotional stability, predictable behavioral responses, and consistent self-regulation
(C) Complete resolution of identity crisis and total commitment to long-term vocational goals
(D) Total detachment from peer validation, social status, and external relational feedback

50. According to James Marcia, an adolescent who has committed to an identity (e.g., career path) without exploring alternatives, merely accepting parental choices, is in a state of:
(A) Identity Achievement
(B) Identity Moratorium
(C) Identity Foreclosure
(D) Identity Diffusion

51. An adolescent student who is actively exploring various vocational choices and personal values but has not yet made a definitive commitment is in which identity status (Marcia)?
(A) Identity Achievement
(B) Identity Moratorium
(C) Identity Foreclosure
(D) Identity Diffusion

52. Which type of aggression involves deliberate, non-physical actions designed to harm social standing, relationships, or social inclusion (e.g., spreading rumors, social exclusion)?
(A) Overt Aggression
(B) Relational Aggression
(C) Instrumental Aggression
(D) Proactive Physical Aggression

53. A teacher notices that a student frequently experiences physical symptoms such as sweating, nausea, and racing heart specifically during timed examinations. This is best described as:
(A) Somatic anxiety
(B) Cognitive worry
(C) Oppositional defiant impulse
(D) Conduct disorder

54. In classroom group dynamics, students who receive many negative votes and very few positive votes on a sociometric survey are classified as:
(A) Popular students
(B) Rejected students
(C) Neglected students
(D) Controversial students

55. Consider the following sociometric categories and their descriptions:
I. Popular — Receive many positive choices and few negative choices.
II. Rejected — Receive many negative choices and few positive choices.
III. Neglected — Receive few choices of any kind (neither liked nor disliked intensely).
IV. Controversial — Receive many positive choices and many negative choices.
Which of the above combinations are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

56. What is the 'Galatea Effect' in educational and organizational psychology?
(A) The phenomenon where teacher expectations significantly alter student academic performance outcomes
(B) The phenomenon where an individual's self-expectations drive their own performance outcomes
(C) The negative impact of peer group rejection on overall student self-esteem and social confidence
(D) The gradual decline in academic performance caused by excessive standardized testing procedures

57. Which engagement dimension includes a student's active cognitive investment, deep learning strategies, and self-regulation during academic learning?
(A) Behavioral Engagement
(B) Emotional Engagement
(C) Cognitive Engagement
(D) Social Engagement

58. According to research on reinforcement, why is immediate praise generally more effective than delayed praise in encouraging classroom participation?
(A) Delayed praise automatically causes the overjustification effect and destroys intrinsic task interest.
(B) Immediate praise eliminates the fundamental need for developing intrinsic motivation in

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that $I_s = 1 - P_s$.

II. Individuals with high motive to achieve success ($M_s > M_{\{af\}}$) prefer tasks of intermediate difficulty (where $P_s \approx 0.50$).

III. Individuals with high motive to avoid failure ($M_{\{af\}} > M_s$) prefer intermediate difficulty tasks over extremely easy or extremely difficult tasks.

Which of the above statements are correct?

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

126. Why do students with high fear of failure ($M_{\{af\}} > M_s$) often choose either extremely easy or extremely difficult tasks?

(A) Easy tasks guarantee success, while difficult tasks carry no personal stigma if failed.
(B) Intermediate tasks offer zero information about personal competency or skill level.
(C) Difficult tasks maximize the probability of winning monetary rewards and public praise.
(D) Easy tasks provide high intrinsic aesthetic stimulation and cognitive challenge.

127. Which of the following strategies is effective in reducing classroom behavior problems through 'environmental engineering'?

(A) Punishing students publicly at the morning assembly to set an example for the school
(B) Rearranging seating, reducing clutter, and establishing clear pathways to minimize distraction
(C) Removing all wall charts and visual instructional displays from the school building completely
(D) Keeping classroom noise levels at zero decibels continuously throughout the entire school day

128. A school administrator is dealing with a Class 8 student who displays chronic tardiness. Instead of suspending the student, the Principal establishes a behavioral contract: every day the student arrives on time, they earn points toward managing the school radio station on Friday. What behavioral management principle is being implemented?

(A) Contingency Contracting / Positive Reinforcement
(B) Response Cost Procedure / Negative Punishment
(C) Aversive Behavioral Conditioning Procedure
(D) Learned Helplessness Extinction Framework

129. What is 'Time-Out' in classroom behavior management, when implemented correctly according to psychological principles?

(A) Locking a student in a dark broom closet for several hours without supervision
(B) Brief removal of a student from a reinforcing situation to a neutral non-reinforcing space
(C) Permanent exclusion and cancellation of registration from the educational institution
(D) Forcing a student to write 500 lines of repetitive text during instructional class time

130. What is the main psychological drawback of relying heavily on tangible extrinsic rewards (e.g., money, candies) to motivate students for basic academic tasks?

(A) It permanently eliminates physiological energy and cognitive capacity required for learning.
(B) It can undermine intrinsic interest and foster reward dependency when rewards are removed.
(C) It causes immediate measurable cognitive decline in standardized intelligence test scores.
(D) It automatically creates a strong internal locus of control regarding academic achievement.

131. Which of the following is an example of 'Cognitive Restructuring' in managing academic anxiety?

(A) Replacing negative catastrophic self-talk with constructive, realistic coping statements
(B) Taking anti-anxiety herbal tea before class to soothe autonomic nervous system arousal
(C) Avoiding attending the examination completely to prevent experiencing negative affect
(D) Blaming the subject teacher for designing an impossible and unfair examination paper

132. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Peer groups become the primary source of social validation, emotional support, and identity formation during adolescence.

Reason (R): During adolescence, emotional dependence on parental figures increases significantly while orientation toward peer norms disappears.

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(B) Total absence of retention memory or verbal coding capacity within the observer's mind
(C) Physical punishment administered immediately after observing the target behavior model
(D) The learner must pay attention to the critical features of the modeled behavior

183. In Weiner's Attribution Model, 'Task Difficulty' is categorized as:
(A) Internal, Stable, Controllable
(B) External, Stable, Uncontrollable
(C) Internal, Unstable, Controllable
(D) External, Unstable, Controllable

184. In Weiner's Attribution Model, 'Luck' is categorized as:
(A) Internal, Stable, Controllable
(B) External, Unstable, Uncontrollable
(C) Internal, Unstable, Controllable
(D) External, Stable, Uncontrollable

185. Consider the following statements regarding 'Extinction' in operant conditioning:
I. Extinction occurs when a previously reinforced response is no longer reinforced.
II. An 'Extinction Burst' (temporary increase in the frequency/intensity of misbehavior) often occurs immediately after reinforcement is withheld.
III. Extinction burst indicates that the intervention has failed and must be abandoned immediately.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

186. What is an 'Extinction Burst' in classroom behavior management?
(A) Immediate total cessation and permanent disappearance of misbehavior following a disciplinary warning
(B) A temporary increase in the frequency of an undesirable behavior after reinforcement is stopped
(C) A violent emotional reaction caused by introducing tangible rewards into classroom instruction
(D) A sudden dramatic explosion of academic test scores across all students in the classroom

187. When a teacher ignores minor calling-out behavior (which was previously reinforced by teacher attention), and the student temporarily shouts louder before finally stopping, the temporary increase in shouting is called an:
(A) Operant Reinforcement
(B) Extinction Burst
(C) Overjustification Effect
(D) Altruistic Surge

188. A Class 9 teacher complains that students become passive and unmotivated when reading complex classical literature. The Principal suggests using 'Inquiry-Based Learning' and providing authentic connections to students' daily lives. Which intrinsic motivation strategy is being applied?
(A) Increasing external tangible rewards, financial incentives, and grade penalties significantly
(B) Enhancing personal relevance, meaningfulness, and cognitive curiosity
(C) Using negative reinforcement techniques and continuous threats of after-school detention
(D) Decreasing student autonomy completely by enforcing rigid dictation of textbook paragraphs

189. Which psychological concept explains why continuous public grading and displaying student rank lists can diminish the intrinsic motivation of low-performing students?
(A) Fostering growth mindset and encouraging incremental views of intelligence across all students
(B) Enhancing vicarious self-efficacy through peer modeling and collaborative group work activities
(C) Inducing social comparison, threat to self-worth, and performance-avoidance orientation
(D) Strengthening internal locus of control and autonomous self-regulated learning strategies

190. What is 'Behavioral Engagement' in classroom learning environments?
(A) Internal cognitive strategies and metacognitive monitoring used during silent reading tasks
(B) Active participation, effort, persistence, attention, and compliance with classroom rules
(C) Subjective feelings of pride, belongingness, or evaluative anxiety toward school

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(C) Acting without any conscious cognitive thought, awareness, or brain activation
(D) Acting exclusively for financial compensation or tangible material rewards

142. A teacher uses a 'Token Economy' system in Class 6. Students earn star tokens for completing homework on time, which can later be traded for extra library time or free drawing period. This system is an application of:
(A) Ivan Pavlov's Classical Conditioning Principles
(B) Operant Conditioning and Applied Behavior Analysis
(C) Psychoanalytic Catharsis and Unconscious Processing
(D) Gestalt Insight Learning and Structural Perception

143. What is 'Shaping' in operant conditioning?
(A) Punishing misbehavior immediately with physical labor and institutional detention
(B) Differential reinforcement of successive approximations toward a target complex behavior
(C) Giving large rewards only when a student achieves flawless performance instantly without errors
(D) Ignoring all positive student efforts until the student explicitly asks for public praise

144. Which psychological term describes the cognitive conflict experienced when new information contradicts a student's existing mental schema?
(A) Cognitive Dissonance / Disequilibrium
(B) Operant Extinction
(C) Vicarious Arousal
(D) Learned Helplessness

145. Consider the following statements regarding 'Self-Regulation' in students:
I. Self-regulated learners set personal academic goals, select appropriate strategies, and monitor their comprehension.
II. Self-regulation is an innate, unchangeable genetic trait that cannot be taught in schools.
III. Metacognitive prompts and self-monitoring checklists significantly improve student self-regulation.
Which of the above statements is/are correct?
(A) I only
(B) I and III only
(C) II and III only
(D) I, II, and III

146. Which style of teacher feedback focuses on providing clear, specific details about what the student did well, where errors occurred, and what concrete steps to take next?
(A) Evaluative Feedback
(B) Formative / Informational Feedback
(C) Non-specific Praise
(D) Punitive Feedback

147. When a student completes homework simply to avoid being reprimanded in front of the class by the teacher, the student's behavior is driven by:
(A) Positive Reinforcement Contingency
(B) External Regulation (Avoidance of Punishment)
(C) Intrinsic Mastery Learning Motivation
(D) Integrated Self-Actualization Drive

148. A Grade 12 student is preparing for competitive engineering entrance examinations. Despite scoring high in subject tests, the student experiences severe insomnia, muscle tension, and catastrophic thoughts ("If I miss one rank, my life is ruined"). The Principal directs the school counselor to assist. Which psychological intervention should the counselor prioritize?
(A) Advising the student to quit school and entrance exam preparation immediately
(B) Cognitive stress management, restructuring perfectionist beliefs, and muscle relaxation
(C) Administering a formal punishment for wasting school counseling department time
(D) Telling the student that their catastrophic worries are completely justified and irreparable

149. What is 'Self-Handicapping' in student motivation literature?
(A) Developing physical disabilities through athletic injuries during school sports competitions
(B) Creating obstacles prior to a task so failure can be attributed to external factors
(C) Working double hours continuously to guarantee securing first rank in board examinations
(D) Helping peer group members complete their practical science files and lab assignments

150. A student stays up all night playing video games right before a major Physics examination, and then tells friends, "I failed because I didn't sleep,

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166. What is 'De-escalation' in the context of managing an angry or volatile adolescent in class?
(A) Arguing aggressively with the student in front of the class to prove who holds institutional authority
(B) Engaging in direct physical confrontation and immediate public shaming to force behavioral compliance
(C) Using calm vocal tones, neutral body language, active listening, and reducing environmental triggers
(D) Locking the student in an isolated room alone without adult supervision or de-escalation dialogue

167. Which of the following is a key feature of 'SMART' goal-setting in student achievement planning?
(A) Vague, Untimed, Abstract, Subjective, Unrealistic criteria
(B) Short, Minor, Automatic, Rigid, Temporary performance steps
(C) Specific, Measurable, Achievable, Relevant, Time-bound targets
(D) Standardized, Unreachable, Mandatory, Academic, Rigid goals

168. A school Principal notices that several high-achieving Grade 10 female students are hesitant to opt for advanced Mathematics and Physics streams in Class 11, citing beliefs that "girls are naturally weaker in physics". To address this gender-stereotype threat and boost self-efficacy, what strategy should the Principal employ?
(A) Cancel advanced Mathematics and Physics elective streams completely for all secondary students
(B) Introduce mentoring sessions with successful female scientists (vicarious modeling)
(C) Confirm publicly to parents that the stereotype belief is scientifically accurate and unchangeable
(D) Punish any female student who asks questions about STEM career selection during guidance counseling

169. What is 'Stereotype Threat' in educational performance?
(A) Increased athletic performance and school spirit observed when wearing formal institutional uniforms
(B) High intrinsic motivation generated consistently by participating in national standardized tests
(C) Automatic measurable increase in IQ scores resulting from positive social expectations of peers
(D) Anxiety experienced by group members that their performance might confirm a negative stereotype

170. Which attributional style is associated with high academic resilience and motivation?
(A) Attributing success solely to luck and failure to permanent low innate cognitive ability
(B) Attributing success to ability/effort, and failure to controllable effort or strategy choice
(C) Attributing both success and failure exclusively to external teacher bias and exam unfairness
(D) Attributing academic failure to uncontrollable cosmic events and uncontrollable environmental noise

171. What does 'Reciprocal Determinism' imply for classroom behavior management?
(A) Human behavior is dictated entirely by genetic inheritance and biological maturation sequences.
(B) Environmental triggers and instructional settings have zero impact on human action or choices.
(C) Teachers cannot influence student self-beliefs, academic motivation, or classroom group dynamics.
(D) Student behavior, internal personal factors, and environment continuously influence one another.

172. In Bandura's Social Learning Theory, what is 'Modeling'?
(A) Constructing miniature physical model bridges during practical science laboratory activities
(B) Memorizing textbook definitions through repetitive verbal drills and flashcard practice
(C) A process where an individual observes and imitates the behavior or attitudes of another person
(D) Standardizing test scores across multiple public schools within a district

173. Which type of reinforcer derives its reinforcing power through association with primary reinforcers (e.g., money, tokens, grades)?
(A) Primary Reinforcer

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158. What is 'Metacognitive Monitoring'?
(A) Rapid muscular physical reflexes exhibited during high-intensity physical education classes
(B) Standardized testing procedures conducted annually by external national board examiners
(C) Ongoing self-assessment of one's understanding and progress while performing a learning task
(D) Memorizing historical dates and timeline events using mnemonic acronyms and flashcards

159. Which statement accurately reflects Jean Piaget's view on adolescent thought?
(A) Adolescents are restricted entirely to concrete operational logic applied strictly to physical objects.
(B) Adolescents develop formal operational thought, enabling abstract, systematic, and combinatorial reasoning.
(C) Adolescents completely lack object permanence, symbolic representation, and language capabilities.
(D) Adolescent cognitive development is functionally identical to infant sensorimotor reflex development.

160. Which of the following is an example of an 'Internalizing' emotional problem commonly seen in adolescent school students?
(A) Physical aggression, intimidation, and fighting towards peers in school corridors
(B) Severe property destruction, vandalism, and theft in school building premises
(C) Verbal defiance, shouting, and hostility toward the institutional head and teachers
(D) Chronic internal worry, social withdrawal, and somatic physiological complaints

161. A student who works hard on science projects because they enjoy exploring nature and understanding how things work is driven by:
(A) Intrinsic Motivation
(B) Introjected Regulation
(C) External Punishment Avoidance
(D) Social Facilitation

162. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Self-efficacy beliefs influence the choices students make, the effort they expend, and their resilience in the face of failure.
Reason (R): Students with high self-efficacy avoid difficult tasks and prefer simple, repetitive activities to protect their self-esteem.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

163. What role does 'Social Comparison' play in adolescent peer dynamics?
(A) It has zero empirical impact or influence on adolescent self-evaluation and identity formation.
(B) Adolescents evaluate their abilities, social status, and appearance by comparing themselves with peers.
(C) It automatically eliminates test anxiety and enhances academic self-efficacy across all subjects.
(D) It forces adolescents to depend exclusively on parental standards for evaluating personal choices.

164. Which engagement dimension includes a student's feelings of belonging, interest, enjoyment, and positive attitude toward school?
(A) Behavioral Engagement
(B) Emotional / Affective Engagement
(C) Cognitive Engagement
(D) Kinesthetic Engagement

165. Consider the following classroom practices that support student 'Autonomy' (Self-Determination Theory):
I. Providing opportunities for choice in project topics or task formats.
II. Encouraging students to express their opinions and logical perspectives.
III. Controlling every minute of classroom activity with rigid, unexplained dictatorial orders.
Which of the above practices build autonomous motivation?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

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199. When teachers build strong, respectful rapport with adolescent students, which basic psychological need (SDT) is directly satisfied?
(A) Autonomy
(B) Relatedness
(C) Competence
(D) Locus of Control

200. Which type of motivation strategy relies on creating 'Cognitive Conflict' or 'Conceptual Discrepancy' to ignite learning interest?
(A) Implementing tangible financial reward systems and point tokens contingent on task completion
(B) Standardized punitive threats and administrative detention policies for failing to participate
(C) Public merit ranking systems displaying student performance scores on classroom notice boards
(D) Presenting puzzling paradoxes or phenomena that challenge current student schemas

201. Which behavioral term describes the gradual disappearance of a conditioned response when the conditioned stimulus is repeatedly presented without the unconditioned stimulus?
(A) Spontaneous Recovery
(B) Extinction
(C) Generalization
(D) Discrimination

202. What is 'Spontaneous Recovery' in conditioning literature?
(A) The sudden reappearance of an extinguished conditioned response after a rest period
(B) Rapid physiological recovery from physical fever during high-stakes board examinations
(C) Sudden achievement of top test scores without completing required study or practice
(D) Automatic transformation of a fixed mindset into a growth mindset without intervention

203. A student who was afraid of a strict mathematics teacher begins to feel anxious in all mathematics classrooms across different schools. This phenomenon is known as:
(A) Stimulus Discrimination
(B) Stimulus Generalization
(C) Response Cost
(D) Extinction Burst

204. When a student learns to respond with anxiety only to a specific strict teacher, but remains calm with other teachers in the same subject, the student exhibits:
(A) Stimulus Generalization
(B) Learned Helplessness
(C) Overjustification
(D) Stimulus Discrimination

205. Consider the following statements regarding Bandura's concept of 'Self-Efficacy':
I. It is task-specific and context-dependent, unlike global self-esteem.
II. Higher self-efficacy leads to greater cognitive effort and perseverance when facing obstacles.
III. It can be developed through mastery experiences, vicarious modeling, social persuasion, and managing physiological states.
Which of the above statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

206. Which source of self-efficacy is represented when a teacher encourages a struggling student by saying, "I have evaluated your past work, and I am confident you possess the skills to master this topic if you apply this strategy"?
(A) Enactive Mastery Experience
(B) Social / Verbal Persuasion
(C) Vicarious Experience
(D) Somatic Arousal State

207. Why is 'Enactive Mastery' considered the most powerful source of self-efficacy?
(A) It relies entirely on external monetary rewards and tangible reinforcers given by authorities.
(B) It requires zero cognitive effort, metacognitive monitoring, or persistence from the learner.
(C) It is based purely on watching peer models execute tasks successfully in group settings.
(D) It provides authentic evidence of whether an individual has what it takes to succeed.

208. A secondary school Principal notices that academic dishonesty (cheating) increases during term exams. Investigation reveals that students view the school environment as hyper-competitive, where performance ranks are published publicly and low marks are punished

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(B) Secondary / Conditioned Reinforcer
(C) Unconditioned Stimulus
(D) Physiological Needs

174. Which of the following is a primary reinforcer?
(A) Money
(B) Academic Grades
(C) Star Tokens
(D) Food / Water

175. Consider the following psychological terms and their central concepts:
I. Pygmalion Effect — Higher expectations lead to an increase in performance.
II. Learned Helplessness — Passive resignation resulting from perceived lack of control.
III. Overjustification Effect — Decrease in intrinsic motivation when extrinsic rewards are introduced for an intrinsically interesting task.
IV. Locus of Control — Individual belief regarding the source of control over life events (Internal vs External).
Which of the above pairs are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

176. What is the impact of an 'External Locus of Control' on academic learning?
(A) Students take full personal responsibility for their learning outcomes, study strategies, and grades.
(B) Students develop intense growth mindsets and view failures as valuable learning opportunities.
(C) Students demonstrate persistent self-regulation and metacognitive monitoring during difficult tasks.
(D) Students believe grades depend on luck, teacher bias, or external circumstance, leading to passivity.

177. Which emotional characteristic is common during early adolescence due to brain and hormonal transformations?
(A) High emotional stability, absolute self-control, and predictable psychological responses
(B) Affective lability, intense emotional experiences, and mood volatility
(C) Complete loss of cognitive reasoning capabilities and language processing skills
(D) Unconditioned suppression of all basic biological instincts and emotional drives

178. What type of classroom task is most likely to build 'Mastery Experiences' for a struggling learner?
(A) A task that is impossibly difficult to humble the learner and demonstrate authority
(B) An appropriately scaffolded task that is moderately challenging yet achievable with effort
(C) An excessively trivial task that requires zero thinking, strategy, or effort expenditure
(D) A highly competitive test against the top performing student in the entire school

179. According to David McClelland, an individual driven by a high Need for Affiliation (nAff) seeks:
(A) Total control, influence, and dominance authority over other people in the institution
(B) Warm, friendly interpersonal relationships and social acceptance
(C) Extreme physical danger, solitary survival challenges, and risk-taking activities
(D) Absolute isolation, total privacy, and detachment from all human social interaction

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180. A school Principal who creates a collaborative, supportive work environment for teachers and emphasizes positive social relationships is demonstrating actions aligned with satisfying which need (McClelland)?
(A) Need for Power (nPow)
(B) Need for Affiliation (nAff)
(C) Need for Avoidance ($M_{\{af\}}$)
(D) Need for Dominance

181. What is the core characteristic of 'Self-Efficacy' as formulated by Albert Bandura?
(A) General global evaluation of overall self-worth and human dignity as an individual
(B) Believing in one's specific capabilities to execute tasks to achieve designated goals
(C) External locus of control regarding luck, task difficulty, and teacher favoritism
(D) High fear of failure and anxiety in competitive academic or athletic settings

182. Which of the following conditions is necessary for effective observational learning to take place (Bandura)?
(A) Complete cognitive distraction and total lack of focus during the modeling demonstration

In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

133. Which term refers to the feeling of intense absorption, deep enjoyment, and effortless focus experienced when engaged in a perfectly matched challenge-skill activity?
(A) Metacognitive Drift
(B) Flow State
(C) Introjected State
(D) Ego-Involvement

134. According to Mihaly Csikszentmihalyi, if an academic task challenge is extremely high and the student's skill level is very low, the student will experience:
(A) Boredom
(B) Anxiety / Stress
(C) Flow State
(D) Apathy

135. Evaluate the emotional states predicted by Csikszentmihalyi's Flow Model:
I. High Challenge + Low Skill = Anxiety
II. Low Challenge + High Skill = Boredom
III. Low Challenge + Low Skill = Apathy
IV. High Challenge + High Skill = Flow
Which of the above combinations are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

136. What is the psychological term for a student's general belief about their capability to influence events that affect their life?
(A) Locus of Control
(B) Self-actualization
(C) Reciprocal Determinism
(D) Sensorimotor Egocentrism

137. Which strategy is most effective for a Principal attempting to improve academic engagement across a low-performing school?
(A) Implementing strict punitive suspensions for all low test marks to enforce academic compliance
(B) Fostering a climate centered on growth mindset, collaboration, and clear mastery goal expectations
(C) Eliminating all formative feedback and relying solely on end-of-year high-stakes board exams
(D) Ranking teachers publicly based on physical discipline enforced in their respective classrooms

138. In the context of adolescent social development, what is a 'clique'?
(A) A large, reputation-based group of peers who may not spend time together (e.g., "jocks", "brains")
(B) A small, tight-knit group of close friends (3-7) who share common interests and interact frequently
(C) A formal student council body appointed directly by the school Principal and administrative team
(D) A state-level athletic sports team representing the educational institution in tournaments

139. How does a 'crowd' differ from a 'clique' in adolescent peer dynamics?
(A) A crowd is larger and reputation-based; a clique is smaller and interaction-based.
(B) A crowd consists strictly of subject teachers, while a clique consists strictly of parents.
(C) A crowd meets exclusively online; a clique meets exclusively within school premises.
(D) There is no distinction between crowds and cliques in psychological adolescent literature.

140. Which factor is most strongly associated with high academic resilience in students coming from disadvantaged socio-economic backgrounds?
(A) Presence of at least one caring, supportive adult who holds high performance expectations
(B) Continuous monetary fines and administrative penalties applied for academic task delays
(C) Avoidance of abstract concepts and complex problem-solving in science and mathematics
(D) Total absence of formal educational goal-setting procedures and academic feedback

141. What is the primary characteristic of 'Autonomous Motivation' in Self-Determination Theory?
(A) Acting with a sense of volition, choice, and self-endorsement of the activity
(B) Acting solely under external pressure, threat, or strict institutional demand

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environment
(D) Genetic predisposition and inherited biological traits relating to academic intelligence

191. Which classroom intervention is specifically designed to support students with Attention Deficit Hyperactivity Disorder (ADHD)?
(A) Providing long, unstructured periods of silent study without physical movement breaks
(B) Publicly penalizing physical restlessness and motor hyperactivity in front of peer group
(C) Structuring tasks, providing visual schedules, movement breaks, and seating near teacher
(D) Eliminating all visual and auditory instructional aids from classroom teaching completely

192. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Fostering an authoritative classroom management style promotes higher self-regulation and academic achievement in adolescents.
Reason (R): Authoritative teachers combine clear high standards and firm boundaries with warmth, open communication, and developmental support.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

193. What is the core assumption of Humanistic theories of motivation (e.g., Rogers, Maslow)?
(A) Human behavior is governed entirely by external environmental operant conditioning schedules.
(B) Individuals have an innate drive toward personal growth and fulfilling their potential.
(C) Unconscious sexual and aggressive drives dictate all cognitive learning choices in school.
(D) Learning is purely a reflection of simple spinal reflex arcs and biological conditioning.

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194. Which type of anxiety is characterized by widespread, persistent, and unspecific worry about multiple everyday life domains?
(A) Test Anxiety
(B) Specific Phobia
(C) Somatization Disorder
(D) Generalized Anxiety Disorder

195. Consider the following behavioral strategies used to reduce inappropriate classroom behavior:
I. Response Cost
II. Differential Reinforcement of Other Behavior (DRO)
III. Time-Out from Reinforcement
IV. Overcorrection
Which of the above techniques are recognized operant procedures in behavior modification?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

196. What is 'Overcorrection' in classroom behavior management?
(A) Giving extra marks on an exam paper for neat handwriting and presentational layout
(B) Correcting a teacher's lecture error publicly during active instructional class time
(C) Requiring a student to restore the environment to a condition superior to how it was before
(D) Repeatedly praising a student for wrong answers to protect their academic self-esteem

197. If a student graffiti-paints a school wall and is required not only to clean that wall completely but also to paint and clean all the corridors of the building, this is an application of:
(A) Restitutional Overcorrection
(B) Positive Reinforcement
(C) Premack Principle
(D) Negative Reinforcement

198. Which of the following is a primary psychological need according to Self-Determination Theory that involves feeling connected to and experiencing a sense of belonging with others?
(A) Autonomy
(B) Competence
(C) Relatedness
(D) Self-Actualization

not because I don't know Physics." This strategy is an example of:
(A) Self-Handicapping
(B) Mastery Goal Orientation
(C) High Self-Efficacy
(D) Internal Locus of Control

151. Which psychological theory emphasizes that learning occurs within a social context through observation, modeling, and imitation?
(A) Jean Piaget's Cognitive Developmental Theory
(B) Carl Jung's Analytical Psychology
(C) Albert Bandura's Social Learning Theory
(D) John B. Watson's Behaviorism

152. In Erik Erikson's theory, what is the major risk/danger during the adolescent stage of Identity vs Role Confusion?
(A) Feelings of persistent guilt over initiative taken in early childhood activity contexts
(B) Inability to establish identity, leading to role confusion, drift, or fanatical conformity
(C) Severe industrial inadequacy and inferiority experienced in early elementary task performance
(D) Extreme despair, regret, and sorrow over lifetime achievements in late adulthood stages

153. Which of the following is an example of 'Process Praise'?
(A) "You are an absolute brilliant literary genius and naturally gifted student!"
(B) "You worked really hard to analyze this poem from multiple perspectives!"
(C) "You are clearly the smartest and most talented English literature student in Class 10!"
(D) "You always get A+ marks because you have exceptional natural talent for writing!"

154. What is the effect of 'Person Praise' on students when they face subsequent failure or difficult challenges?
(A) It increases persistence, effort expenditure, and strategic problem-solving during challenges.
(B) It leads students to conclude they lack innate talent, decreasing self-efficacy and performance.
(C) It transforms fixed mindsets into growth mindsets instantly without additional intervention.
(D) It creates a strong internal locus of control regarding study strategies and effort.

155. Consider the following statements regarding 'Extrinsic vs Intrinsic Motivation':
I. Intrinsic motivation involves engaging in an activity for its inherent satisfaction and interest.
II. Extrinsic motivation involves engaging in an activity to attain an outcome separable from the activity itself.
III. High extrinsic motivation completely guarantees high long-term intrinsic interest in all cognitive domains.
IV. Extrinsic motivators can be effective for encouraging initial engagement in routine or uninteresting tasks.
Which of the above statements are correct?
(A) I and II only
(B) I, II, and IV only
(C) III and IV only
(D) I, II, III, and IV

156. In the context of school discipline, what is the fundamental principle behind 'Restorative Justice' practices?
(A) Inflicting maximal physical pain and public humiliation to deter potential future rule breakers
(B) Expelling misbehaving students automatically from the institution without holding a hearing
(C) Repairing harm, holding offenders accountable, and restoring school relationships through dialogue
(D) Ignoring academic dishonesty, rule infractions, and vandalism completely in daily practice

157. Which type of attribution for academic failure leads to the highest risk of developing 'Learned Helplessness'?
(A) "I failed because I didn't study hard enough for this test." (Internal, Unstable, Controllable)
(B) "I failed because the examination room was too noisy." (External, Unstable, Uncontrollable)
(C) "I failed because I used an ineffective study technique." (Internal, Unstable, Controllable)
(D) "I failed because I am stupid and cannot get smarter." (Internal, Stable, Uncontrollable)

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severely. What structural intervention based on motivational psychology should the Principal implement?
(A) Increase physical policing, surveillance cameras, and harsh disciplinary punishments only
(B) Shift focus toward criterion-referenced grading, mastery feedback, and growth mindset culture
(C) Cancel all examinations permanently across all grade levels in the educational institution
(D) Publicly shame students caught cheating by posting their names on the main school gate

209. What type of goal orientation is most strongly correlated with academic dishonesty and cheating in secondary school students?
(A) Mastery-Approach Goals oriented toward deep understanding and personal skill competence
(B) Autonomous Intrinsic Goals driven by personal curiosity, enjoyment, and aesthetic interest
(C) Social Relatedness Goals focused on building supportive peer relationships in class
(D) Performance Goals (especially when linked to extreme competitive pressure)

210. Which developmental milestone in adolescent cognition allows teenagers to evaluate the logical consistency of verbal statements without requiring concrete physical representations?
(A) Sensorimotor Reflexes
(B) Propositional Logic / Abstract Reasoning
(C) Egocentric Centration
(D) Primary Circular Reactions

211. What is 'Hypothetical-Deductive Reasoning' (Piaget)?
(A) Solving complex problems by random trial-and-error physical movements and concrete manipulations
(B) Accepting adult statements as absolute undeniable truth without logical verification or questioning
(C) Memorizing mathematical formulas through passive rote repetition without conceptual understanding
(D) The cognitive ability to develop hypotheses, deduce logical implications, and test solutions

212. Which attribution pattern is most dangerous to a student's academic self-concept?
(A) Attributing academic success consistently to sustained hard work and effort expenditure
(B) Attributing failure to stable, unchangeable lack of internal ability
(C) Attributing test failure to temporary poor health or external environmental disruptions
(D) Attributing success to effective study strategies and appropriate metacognitive planning

213. How can a teacher effectively use 'Social Modeling' to teach complex problem-solving in mathematics?
(A) Giving students completed answer keys without providing verbal explanations or demonstrations
(B) Thinking aloud while working through problems, demonstrating strategy selection and persistence
(C) Writing silently on the blackboard for 45 minutes continuously without engaging the class
(D) Asking students to teach themselves complex mathematical topics without any prior demonstration

214. Which psychological term describes a state of low challenge and high skill in Csikszentmihalyi's Flow Model?
(A) Flow
(B) Anxiety
(C) Apathy
(D) Boredom

215. What type of behavioral problem is Conduct Disorder categorized under?
(A) Internalizing Disorder
(B) Externalizing Disorder
(C) Cognitive Learning Disability
(D) Somatization Disorder

216. Which of the following is a key diagnostic feature of 'Conduct Disorder' in children and adolescents?
(A) Persistent patterns of behavior violating basic rights of others or major societal norms
(B) Mild test nervousness and transient physiological arousal before mathematics examinations
(C) High intrinsic motivation and deep creative engagement in fine arts and music programs
(D) Temporary grief, emotional sadness, and withdrawal following parental separation or loss

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217. In classroom psychology, what is 'Prosocial Behavior'?
(A) Behavior intended to sabotage peer group learning outcomes and classroom activities deliberately
(B) Disruptive shouting and calling out answers without raising hand to gain teacher attention
(C) Solitary play and social withdrawal with personal objects during group learning periods
(D) Voluntary behavior intended to benefit or help others (e.g., sharing, comforting, cooperating)

218. Which teaching approach actively encourages prosocial behavior and empathy among secondary school students?
(A) Hyper-competitive bell-curve grading systems that rank students against one another
(B) Cooperative learning structures, service learning, and peer tutoring programs
(C) Standardized silent individual seatwork conducted continuously throughout the school day
(D) Social isolation and public reprimands directed at low-performing students in class

219. What is the impact of 'Perfectionism' (maladaptive) on adolescent academic health?
(A) It guarantees high intrinsic satisfaction and emotional well-being across all academic endeavors.
(B) It causes intense evaluative anxiety, fear of failure, procrastination, and risk of burnout.
(C) It eliminates the fundamental need for metacognitive self-regulation and monitoring in learning.
(D) It creates a strong external locus of control regarding personal effort and study habits.

220. Which type of perfectionism involves believing that others (teachers, parents) demand unrealistically high standards of performance?
(A) Self-Oriented Perfectionism
(B) Socially Prescribed Perfectionism
(C) Other-Oriented Perfectionism
(D) Autonomous Mastery

221. Which strategy is most effective for supporting a student suffering from 'Socially Prescribed Perfectionism'?
(A) Increasing external performance pressure and demanding flawless academic performance continuously
(B) Helping the student separate self-worth from flawless achievement and set realistic targets
(C) Punishing any student submission or exam answer that contains minor spelling or calculation errors
(D) Excluding the perfectionist student completely from collaborative peer group activities

222. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Encouraging students to set process goals rather than outcome goals reduces performance anxiety and enhances skill acquisition.
Reason (R): Process goals focus on the specific execution of strategies and actions, which are directly controllable by the student.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

223. What is the primary difference between 'Outcome Goals' and 'Process Goals'?
(A) Outcome goals focus on end results; Process goals focus on actions needed to achieve mastery.
(B) Outcome goals build intrinsic motivation; Process goals build extrinsic dependence on rewards.
(C) Outcome goals are controllable; Process goals are completely uncontrollable by the learner.
(D) There is no distinction between outcome goals and process goals in educational psychology.

224. Which of the following represents an 'Outcome Goal'?
(A) "I will summarize two history chapters using mind maps today during study time."
(B) "I will practice 10 algebra problems every evening to master problem solving."
(C) "I will ask three questions in science class to clarify my conceptual doubts."
(D) "I will score Rank 1 in the annual final

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examination among all students."

225. Consider the following statements regarding 'Cognitive Engagement':
I. It involves deep strategy use, metacognitive planning, and self-monitoring.
II. It is higher when tasks require genuine critical thinking rather than rote memorization.
III. It can be directly observed through superficial behaviors like quiet sitting.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

226. Why is superficial behavioral compliance (e.g., sitting quietly) not a guarantee of cognitive engagement?
(A) A student may sit quietly while completely passive or daydreaming without processing content.
(B) Quiet sitting during lectures directly destroys physical growth and neurological health in teenagers.
(C) Behavioral compliance always indicates maximum intrinsic motivation and cognitive engagement.
(D) Cognitive engagement requires loud vocal performance and physical activity continuously in class.

227. What is 'Metacognitive Regulation'?
(A) Sensory registration and automatic physiological processing of environmental light and sound
(B) Autonomic nervous system heart rate control during high-stress performance examinations
(C) Automatic behavioral conditioning via token economies and tangible physical reinforcement
(D) Activities that help control thinking and learning, such as planning and monitoring progress

228. A secondary school teacher reports that Class 11 students show severe amotivation toward learning History, viewing it as "dry dates to memorize". The Principal conducts a pedagogical workshop. What strategy should the Principal suggest to cultivate intrinsic motivation?
(A) Threaten double homework assignments for failing daily memory tests on textbook dates
(B) Use historical role-play, dilemma-based inquiry, and primary source investigations
(C) Read textbook paragraphs aloud continuously while students sit silently at their desks
(D) Replace History instruction with standardized multiple-choice drill sheets exclusively

229. According to Carol Dweck, praising a student's intelligence ("You are so smart!") after solving a problem leads to:
(A) Long-term academic resilience, high effort expenditure, and willingness to tackle hard tasks
(B) Immediate measurable rise in permanent cognitive IQ points across standardized tests
(C) High internal locus of control regarding study strategies, effort expenditure, and persistence
(D) Vulnerability to failure, avoidance of challenging tasks, and fixed mindset development

230. Praising effort and strategy ("You worked hard and chose a great strategy!") leads to:
(A) Growth mindset, preference for challenging tasks, and high resilience
(B) Fixed mindset, learned helplessness, and fear of failure in academic tasks
(C) Significant decrease in intrinsic task motivation and self-determination
(D) High evaluative test anxiety, emotional lability, and somatic complaints

231. Which of the following is a characteristic feature of 'Adolescent Egocentrism'?
(A) Complete realization that others have entirely different perspectives, goals, and concerns
(B) Difficulty distinguishing one's preoccupations from others', leading to imaginary audience belief
(C) Ability to perform concrete conservation operations flawlessly during practical science tasks
(D) Total absence of self-consciousness or concern regarding physical appearance and peer opinion

232. What type of motivation is operating when a student practices violin for hours because they experience deep joy, creative expression, and lose track of time?
(A) Intrinsic Motivation

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284. Which of the following conditions is most likely to destroy a student's intrinsic motivation for an activity they previously enjoyed?
(A) Offering unexpected social praise focused on student effort and strategic persistence
(B) Introducing a large expected tangible reward contingent merely on task completion
(C) Providing constructive formative feedback on strategy improvement and skill development
(D) Offering genuine choice and autonomy in how to complete the assigned academic activity

285. Consider the following statements regarding 'Goal Orientations':
I. Mastery-Approach: Focuses on learning, mastering content, and self-improvement.
II. Performance-Approach: Focuses on outperforming peers and demonstrating high ability publicly.
III. Performance-Avoidance: Focuses on avoiding looking incompetent, stupid, or inferior relative to peers.
Which of the above descriptions are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

286. Which goal orientation is most consistently associated with deep learning strategies, high persistence, self-regulation, and long-term academic success?
(A) Mastery-Approach Orientation
(B) Performance-Avoidance Orientation
(C) Work-Avoidance Orientation
(D) External Compliance Orientation

287. A student who expresses, "I don't care if I learn anything in this course as long as I get a higher mark than my best friend," is exhibiting a:
(A) Mastery-Approach Goal
(B) Performance-Approach Goal
(C) Mastery-Avoidance Goal
(D) Intrinsic Curiosity Goal

288. A secondary school Principal observes that several Class 9 teachers complain about high student indifference and passivity during lectures. The Principal conducts a workshop on 'Active Learning and Student Engagement'. Which of the following classroom techniques should the Principal emphasize to maximize student engagement?
(A) Pure passive dictation of textbook notes continuously for 50 minutes without interruption
(B) Interactive questioning, think-pair-share, problem-based learning, and application projects
(C) Continuous silent seatwork with threat of detention for talking or asking questions
(D) Reading directly from slides without student participation or interactive discussion

289. What is the primary characteristic of 'Active Learning'?
(A) Students sitting passively while the teacher delivers a continuous monologue lecture
(B) Students actively analyzing, synthesizing, evaluating, and discussing course content
(C) Physical running and jumping exercises conducted during academic theoretical classes
(D) Standardized rote memorization drills conducted without peer discussion or questioning

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290. In Educational Psychology, what does 'Self-Efficacy' primarily measure?
(A) A student's physical strength, athletic speed, and motor stamina during sports
(B) A student's belief in their capability to execute courses of action to achieve goals
(C) A student's genetic intelligence quotient score measured by standardized tests
(D) A student's socio-economic background status and family income distribution

291. Which source of self-efficacy is involved when a teacher helps a student recall their own past success on a similar difficult task?
(A) Enactive Mastery Experience
(B) Vicarious Experience
(C) Social Persuasion
(D) Physiological State Management

292. Which source of self-efficacy is involved when a student watches a classmate of similar ability successfully solve a complex physics problem on the board?
(A) Enactive Mastery
(B) Vicarious Experience / Modeling
(C) Verbal Persuasion
(D) Somatic Feedback

immediate attention when the student raises hand quietly

242. What is 'Differential Reinforcement of Alternative Behavior' (DRA)?
(A) Punishing all inappropriate classroom behaviors simultaneously using severe detention rules
(B) Withholding reinforcement for misbehavior while reinforcing a desirable alternative behavior
(C) Giving random rewards periodically regardless of observable student classroom behavior
(D) Ignoring both positive prosocial actions and negative disruptive misbehaviors equally

243. Which of the following is an effective strategy for handling aggressive behavior in secondary school classrooms?
(A) Engaging in power struggles and shouting loudly at the aggressive student publicly in class
(B) Remaining calm, acknowledging feelings without condoning behavior, and providing firm choices
(C) Responding with physical violence or force to demonstrate administrative institutional authority
(D) Mocking the student's personal background or family in front of their peer group members

244. Which psychological concept refers to the individual's belief that their achievements or failures are caused by factors outside their own agency (e.g., fate, luck, powerful others)?
(A) Internal Locus of Control
(B) External Locus of Control
(C) Growth Mindset
(D) Self-Actualization

245. Consider the following statements regarding 'Sociometry' in classroom dynamics:
I. It is a quantitative method for measuring social relationships and peer acceptance within a group.
II. Sociometric surveys ask students to nominate peers they like or dislike working/playing with.
III. Sociograms can help school leaders identify isolated, rejected, or bullied students needing intervention.
Which of the above statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

246. What is a 'Sociogram'?
(A) A bar chart showing academic test performance over time across standardized national exams
(B) A visual diagram representing social choices, friendships, and rejections within a group
(C) A psychological graph recording heart rate and galvanic skin response during stress tests
(D) An organizational chart showing school administrative hierarchy and leadership roles

247. In sociometric classification, a student who receives many negative nominations and zero or very few positive nominations is categorized as:
(A) Rejected Student
(B) Neglected Student
(C) Controversial Student
(D) Popular Student

248. A secondary school Head of Institution conducts an annual school climate audit and finds that Class 8 students who are classified sociometrically as 'Rejected' display high absenteeism, severe test anxiety, and dropping grades. What comprehensive policy intervention should the Head of Institution implement?
(A) Permanently expel rejected students from the institution to clean up school climate statistics
(B) Implement cooperative learning, anti-bullying programs, peer-buddies, and social-skills coaching
(C) Advise rejected students to study at home isolated without peer group contact or interaction
(D) Ignore peer relational dynamics completely as irrelevant factors to student academic success

249. How does a 'Neglected' student differ from a 'Rejected' student in sociometric surveys?
(A) Neglected students are actively disliked by peers; Rejected students are simply ignored.
(B) Neglected students receive few choices overall; Rejected students receive many negative choices.
(C) Neglected students are high performers;

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266. Which type of classroom assessment directly supports learning by providing continuous, diagnostic, and actionable feedback during the learning process?
(A) Summative Assessment
(B) Assessment of Learning
(C) High-stakes Selection Assessment
(D) Formative Assessment (Assessment FOR Learning)

267. High-stakes end-of-year board examinations are primarily examples of:
(A) Assessment FOR Learning
(B) Diagnostic Behavioral Scaffolding
(C) Formative Peer Feedback
(D) Assessment OF Learning (Summative Assessment)

268. A school Head of Institution observes that Class 10 students suffer from severe test anxiety before board exams, leading to poor sleep and panic. The Head of Institution restructures the internal school calendar to include regular, low-stakes practice quizzes with descriptive feedback and non-graded self-assessments. What motivational outcome is expected?
(A) Increased evaluative test anxiety, panic attacks, and complete academic failure
(B) Reduced evaluative threat, enhanced perceived competence, and lower test anxiety
(C) Complete loss of teacher institutional authority and classroom discipline control
(D) Transition from a flexible growth mindset to a rigid fixed mindset across all subjects

269. What is 'Self-Assessment' in student-centered learning?
(A) Subject teachers grading final exam papers without using standardized evaluation rubrics
(B) Students reflecting on and evaluating their work and progress against established criteria
(C) Parents grading their children's homework assignments without school teacher involvement
(D) School Principal evaluating teacher classroom instruction performance during annual reviews

270. Which of the following is a major benefit of involving students in self-assessment and peer-assessment processes?
(A) It completely eliminates the need for professional teachers in secondary schools.
(B) It develops metacognition, self-regulation, evaluative judgment, and ownership of learning.
(C) It increases student dependence on external monetary and tangible reward systems.
(D) It reduces student locus of control strictly to external uncontrollable factors.

271. Which strategy is most effective in managing a classroom with diverse academic ability levels?
(A) Teaching to the average middle student only while ignoring top and struggling performers
(B) Differentiated Instruction (tailoring content, process, or products based on readiness)
(C) Expecting every single student to perform identically on uniform un-scaffolded tasks
(D) Failing all students who do not pass standardized tests on the first day of term

272. What are the three core dimensions along which instruction can be differentiated in a classroom?
(A) Content, Process, and Product
(B) Salary, Infrastructure, and Rules
(C) Attendance, Uniform, and Seating
(D) Textbooks, Blackboards, and Desk Size

273. Differentiating classroom 'Process' means:
(A) Changing the core national curriculum standards prescribed by central education boards
(B) Varying learning activities and scaffolding levels used by students to make sense of ideas
(C) Issuing different types of report cards based on student social background or caste
(D) Reducing total mandatory school attendance days for low-performing students

274. Differentiating classroom 'Product' means:
(A) Allowing varied ways to demonstrate mastery (e.g., report, oral presentation, project)
(B) Selling different commercial product brands in the school canteen for student purchase
(C) Purchasing different brands of classroom furniture for different student ability groups
(D) Grading students on completely different numerical percentage scales across subjects

275. What is 'Universal Design for Learning' (UDL)?
(A) Building identical standard school buildings across all districts in the state territory
(B) A framework to optimize teaching by providing multiple means of learning support

(C) Assigning easy tasks to low-income students continuously to protect their feelings
(D) Relying exclusively on first-impression stereotypes when evaluating student capability

258. What is 'Metacognition'?
(A) Cognition about cognition, or thinking about thinking
(B) Motor execution memory built during physical education
(C) Affective emotional state during intense physical exertion
(D) Automatic immediate sensory reflex action in the nervous system

259. Which of the following is a metacognitive learning strategy?
(A) Copying textbook paragraphs line-by-line into exercise books without cognitive processing
(B) Reading printed text aloud as fast as possible without stopping to monitor understanding
(C) Memorizing textbook definitions by continuous rote repetition without checking concepts
(D) Self-questioning while reading to check comprehension and adjusting speed when confusing

260. Which theoretical perspective views learning as an active process of constructing mental representations based on personal experience and social interactions?
(A) Behaviorism
(B) Constructivism
(C) Psychoanalysis
(D) Structural Functionalism

261. How does Cognitive Constructivism (Piaget) differ from Social Constructivism (Vygotsky)?
(A) Piaget emphasizes individual schema construction; Vygotsky emphasizes socio-cultural mediation.
(B) Piaget emphasizes money and resources; Vygotsky emphasizes biological maturation alone.
(C) Piaget focuses exclusively on adults; Vygotsky focuses strictly on early infant reflex actions.
(D) There is no conceptual distinction between Piagetian and Vygotskian learning frameworks.

262. In Vygotsky's theory, what is the role of 'Language' in cognitive development?
(A) Language is merely an external output mechanism with zero impact on underlying thought processes.
(B) Language is the primary cultural tool that mediates cognitive development and self-regulation.
(C) Language fundamentally hinders abstract intellectual development in adolescent learners.
(D) Language is purely genetically fixed at birth and uninfluenced by social culture or context.

263. What is 'Private Speech' in Vygotsky's developmental theory?
(A) Confidential administrative discussions held between school principal and concerned parents
(B) Self-directed spoken language used by learners to guide and regulate their thinking and behavior
(C) Formal speech therapy delivered by certified speech-language pathologists in clinics
(D) Secret written notes passed between peer group members during instructional class time

264. What happens to 'Private Speech' as individuals mature into late adolescence and adulthood?
(A) It disappears completely from human psychology and mental functioning.
(B) It transforms directly into physical aggressive behavior toward peers.
(C) It becomes loud public shouting whenever complex problems are encountered.
(D) It becomes internalized as 'Inner Speech' (silent verbal thought processes).

265. Consider the following statements regarding 'Zone of Proximal Development' (ZPD):
I. ZPD is the difference between what a learner can do independently and what they can achieve with skilled assistance.
II. Instructional scaffolding should be applied within the ZPD.
III. ZPD is identical for all students regardless of prior knowledge or developmental stage.
Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

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Rejected students are always teachers' favorites.
(D) There is no empirical distinction between neglected and rejected categories in sociometry.

250. Which category of students receives a high number of both positive and negative nominations on a sociometric survey?
(A) Popular Students
(B) Rejected Students
(C) Controversial Students
(D) Neglected Students

251. Controversial students in classroom sociometry are often characterized as:
(A) Shy, quiet, and completely invisible to peers across all classroom and social situations
(B) Having high status in a subgroup while engaging in actions that make them disliked by others
(C) Uniformly liked and accepted by every single member of the classroom peer group
(D) Absent from school permanently due to chronic health conditions or institutional transfer

252. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Unrealistic teacher expectations can create self-fulfilling prophecies that significantly influence student academic outcomes.
Reason (R): Teachers subconsciously alter their non-verbal warmth, cognitive feedback, and questioning frequency based on their initial expectations of student ability.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

253. According to Robert Rosenthal, what are the four primary mediating mechanisms through which teacher expectations influence student performance?
(A) Climate, Input, Output Opportunity, and Feedback
(B) Punishment, Rewards, Grading, and Detention
(C) Homework, Testing, Assembly, and Sports
(D) Intelligence, Memory, Heredity, and Physiology

254. In the Rosenthal expectation model, 'Output Opportunity' means:
(A) Teachers give high-expectation students more opportunities to respond and solve problems in class.
(B) Teachers give low-expectation students more financial grants and tangible physical rewards.
(C) Teachers give high-expectation students physical labor assignments around the school grounds.
(D) Teachers reduce the prescribed syllabus output requirements for high performing students.

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255. In the Rosenthal model, 'Climate' refers to:
(A) Weather conditions and ambient physical temperature in the outdoor school playground
(B) The warmer socio-emotional atmosphere created by teachers for high-expectation students
(C) Classroom air conditioning units and ventilation systems installed in school buildings
(D) Institutional policy documents and government regulations on environmental pollution control

256. What is the 'Self-Fulfilling Prophecy' in educational psychology?
(A) Predicting daily weather patterns accurately during annual school sports day events
(B) A belief or expectation that brings about behaviors causing the expectation to come true
(C) Automatic resolution of identity crises and role confusion during late adolescence
(D) The natural decline of memory retention and recall over time according to forgetting curves

257. Which strategy effectively prevents teachers from falling into negative expectation traps (Golem Effect)?
(A) Labeling students publicly by standardized IQ scores on day one of the academic term
(B) Maintaining high standards for ALL students and focusing on growth and progress tracking

(C) Teaching only one standardized textbook worldwide regardless of local context
(D) Using single-choice standardized tests exclusively in all subjects and grade levels

276. In Universal Design for Learning (UDL), providing 'Multiple Means of Representation' addresses which aspect of learning?
(A) The "WHY" of learning (building student task motivation, interest, and engagement)
(B) The "WHAT" of learning (presenting information and concepts in varied sensory formats)
(C) The "HOW" of learning (expressing knowledge, skills, and strategic problem solving)
(D) The physical structural architectural design of classroom desks and school benches

277. In UDL, providing 'Multiple Means of Action and Expression' addresses:
(A) The "WHAT" of learning (presenting concepts in varied sensory representation formats)
(B) The "HOW" of learning (giving learners flexible options to demonstrate what they know)
(C) The "WHY" of learning (building student task motivation and affective engagement)
(D) The monetary funding and budget allocations of public educational institutions

278. In UDL, providing 'Multiple Means of Engagement' addresses:
(A) The "WHY" of learning (tapping into interests, offering challenges, and fostering motivation)
(B) The "WHAT" of learning (presenting information and concepts in varied sensory formats)
(C) The physical building architectural parameters and classroom seating dimensions
(D) The administrative salary scales of institutional heads and public school officials

279. Which of the following is an effective technique for managing chronic classroom disruptions caused by a student seeking peer attention?
(A) Giving long, dramatic lectures to the student during active instructional class time
(B) Yelling loudly at the student continuously to entertain and command the class
(C) Awarding special privileges to the misbehaving student whenever they interrupt
(D) Minimizing public attention for misbehavior while rewarding prosocial contributions

280. What is 'Functional Communication Training' (FCT) in behavior modification?
(A) Teaching advanced formal public speaking skills and rhetoric for debate competitions
(B) Teaching an acceptable communication response that serves the same behavioral function
(C) Forcing a student to recite dictionary definitions repeatedly in front of the class
(D) Training teachers in administrative memo writing and formal government correspondence

281. Which psychological term describes the cognitive tendency of adolescents to view their own thoughts, feelings, and experiences as completely unique, leading to a sense of invincibility?
(A) Personal Fable
(B) Imaginary Audience
(C) Concrete Conservation
(D) Classical Extinction

282. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Peer tutoring benefits both the tutor (high-achieving student) and the tutee (struggling student) academically and socio-emotionally.
Reason (R): Teaching a concept to a peer requires the tutor to organize their own cognitive schemas, deepening their personal conceptual understanding.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

283. What is the psychological term for a student's internal drive to engage in an activity simply for the pleasure, curiosity, and satisfaction derived from the activity itself?
(A) Intrinsic Motivation
(B) Identified Regulation
(C) External Regulation
(D) Introjected Regulation

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(B) External Regulation
(C) Introjected Regulation
(D) Amotivation

233. In Self-Determination Theory, what is 'Integrated Regulation'?
(A) Motivation occurring when identified regulations are fully assimilated into self-values
(B) Motivation driven purely by monetary incentives and tangible rewards from school authorities
(C) Passive submission to strict rules without personal reflection or internal endorsement
(D) Unconscious reflex actions and automatic physical motor routines during competitive sports

234. What is the most effective administrative approach for a Principal managing staff and student stress in an urban public school system?
(A) Ignoring mental health needs completely and increasing arbitrary workload for all staff
(B) Establishing a supportive socio-emotional culture, counseling access, and wellness initiatives
(C) Banning all non-academic activities including physical sports and creative arts programs
(D) Publicly reprimanding stressed or struggling individuals during morning assembly speeches

235. Which psychological term refers to a student's belief about their general worth, dignity, and value as a person?
(A) Self-Esteem
(B) Self-Efficacy
(C) Locus of Control
(D) Attributional Style

236. How does 'Self-Esteem' differ from 'Self-Efficacy'?
(A) Self-esteem evaluates overall self-worth; Self-efficacy judges capability to execute specific tasks.
(B) Self-esteem is strictly task-specific; Self-efficacy is global across all domains of life.
(C) Self-esteem is purely external; Self-efficacy is purely physiological and biological.
(D) There is no psychological distinction between self-esteem and self-efficacy concepts.

237. Which behavior management approach focuses on modifying environmental antecedents and consequences to change observable student behavior?
(A) Applied Behavior Analysis (ABA)
(B) Psychoanalytic Therapy
(C) Gestalt Metacognition
(D) Humanistic Existentialism

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238. In Applied Behavior Analysis, what is an 'Antecedent'?
(A) The specific motor behavior or response that occurs immediately after a teacher prompt
(B) An environmental event that occurs immediately before a behavior and triggers it
(C) The consequence or reinforcer administered after a student rule violation occurs
(D) The final standardized examination score achieved by a student at the end of term

239. In Applied Behavior Analysis, what is a 'Consequence'?
(A) An environmental event after a behavior that influences the likelihood of it recurring
(B) The genetic makeup and inherited biological temperament of the student
(C) The detailed lesson plan designed by the subject teacher before class starts
(D) The student's standardized intelligence quotient score measured by psychological tests

240. If a teacher gives student attention (a consequence) every time a student shouts out answers without raising hand, and the shouting out increases, teacher attention is functioning as a:
(A) Positive Reinforcer
(B) Positive Punisher
(C) Extinction Procedure
(D) Negative Reinforcer

241. To eliminate the shouting-out behavior mentioned in Question 240 using 'Extinction', the teacher should:
(A) Shout louder than the student across the classroom to re-establish teacher authority immediately
(B) Send the student to the Principal's administrative office for a full week of disciplinary isolation
(C) Give the student extra academic marks for speaking out enthusiastically during class discussions
(D) Ignore the shouting out while giving

293. How do physiological and affective states (e.g., rapid heartbeat, anxiety, relaxation) influence self-efficacy?
(A) High anxiety is interpreted as incompetence or failure, lowering self-efficacy beliefs.
(B) Physiological arousal has zero empirical impact on student self-efficacy beliefs.
(C) High anxiety always boosts academic self-efficacy beliefs to maximum levels.
(D) Somatic relaxation destroys student task persistence and learning effort completely.

294. According to Bandura, what can teachers do to manage physiological states and boost student self-efficacy during exams?
(A) Increase examination difficulty significantly without warning to test student resilience
(B) Teach anxiety-management techniques and create a supportive testing environment
(C) Threaten students with immediate failure if they show any signs of test nervousness
(D) Ban students who feel anxious from entering the examination room premises completely

295. Which type of attributional feedback from a teacher is most effective in promoting a Growth Mindset after a student fails a test?
(A) "It's okay, mathematics is just not your strong suit, so don't feel bad about this."
(B) "Let me show you where the errors occurred so we can try a different strategy next time."
(C) "You failed this test because you are simply not smart enough for Class 10 math."
(D) "Don't worry about this failure at all, exam grades don't matter in real life."

296. What is 'Vicarious Learning'?
(A) Learning through direct physical trial-and-error manipulation of physical objects
(B) Learning that occurs by observing the actions and consequences of those actions on others
(C) Learning by reading a dictionary silently for hours without supervision or interaction
(D) Involuntary spinal reflex responses produced by experiencing direct physical pain

297. In Julian Rotter's framework, a student with a high 'Internal Locus of Control' tends to believe that:
(A) Their grades are determined by personal effort, choices, and study habits
(B) Their grades are determined entirely by teacher mood and exam difficulty
(C) Academic outcomes are governed by luck, celestial stars, and unpredictable fate
(D) Intelligence cannot be changed regardless of personal effort or study strategy

298. In Julian Rotter's framework, a student with a high 'External Locus of Control' tends to believe that:
(A) Personal effort and effective study techniques drive academic success and mastery
(B) Academic success depends primarily on luck, task difficulty, or teacher favoritism
(C) They have total personal control over their future educational achievements and choices
(D) Self-regulation is the sole determinant of overall student academic performance

299. What is 'Self-Concept'?
(A) A domain-specific cognitive evaluation of capability (e.g., "I am good at math")
(B) An individual's overall cognitive schema and knowledge about themselves
(C) An automatic spinal reflex action triggered by environmental physical stimuli
(D) The numerical score achieved on a national standardized intelligence test

300. Which administrative action by a Head of Institution best supports the socio-emotional development and mental health of adolescent students in a secondary school?
(A) Relying exclusively on high-stakes academic examinations and public rank listings
(B) Integrating guidance services, SEL programs, peer mentoring, and open communication
(C) Punishing all emotional expressions and behavioral difficulties with immediate suspension
(D) Eliminating physical education, arts, and co-curricular programs to maximize study hours

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68. (B) Conduct an FBA to determine the underlying function and trigger of the disruptive behavior
Managing severe classroom behavioral disruptions requires a systematic, function-based assessment before selecting interventions. Conducting a Functional Behavioral Assessment identifies specific antecedents, triggers, and maintaining consequences of outbursts. Determining whether the behavior serves an escape, attention, or sensory function enables educators to implement targeted behavioral plans rather than resorting to arbitrary punitive measures.

69. (D) Providing scaffolded instruction, breaking tasks down, and teaching how to request help
When disruptive behavior serves an escape or avoidance function driven by difficult academic tasks, effective interventions address task difficulty and teach coping skills. Providing scaffolded instruction, chunking complex assignments into manageable steps, and teaching functional communication—such as requesting assistance—removes the necessity for escape-motivated misbehavior while building academic competence and self-regulation.

70. (B) Knowledge of one's own cognitive processes and the ability to monitor and regulate them effectively
Metacognition involves higher-order cognitive processing often summarized as thinking about thinking. It encompasses self-awareness of cognitive strengths and weaknesses alongside the capacity to plan, monitor, and regulate cognitive strategies during learning tasks. Metacognitive growth during adolescence enhances self-directed study skills, comprehension monitoring, and adaptive problem-solving across diverse learning domains.

71. (B) Zone of Proximal Development (ZPD)
Lev Vygotsky defined the Zone of Proximal Development as the distance between what a learner can achieve independently and what they can accomplish under expert guidance or collaboration with a More Knowledgeable Other. Instructional scaffolding applied within the ZPD enables learners to master complex tasks that lie just beyond their independent capability.

72. (A) Both A and R are true and R is the correct explanation of A
Self-Determination Theory explains that extrinsic rewards do not inherently diminish intrinsic motivation if they convey positive informational feedback regarding competence rather than controlling behavior. Unexpected rewards given for high performance provide competence feedback, supporting self-determination. Therefore, the assertion is accurate, and the reason provides the direct theoretical explanation for why competence feedback preserves intrinsic motivation.

73. (A) Peer Pressure and Normative Social Influence
During adolescence, peer group acceptance becomes paramount, driving individuals to conform to group norms regarding dress, study habits, and social behaviors. Normative social influence operates through the desire to fit in and gain group approval, while peer pressure exerts social expectations that shape adolescent behavior, choices, and risk-taking actions within peer contexts.

74. (D) Persistent withdrawal from peer activities, loss of interest in hobbies, and dropping performance
Clinical depression and severe emotional disturbance in adolescents manifest through marked shifts in mood, behavior, and social engagement. Key indicators include persistent withdrawal from peer groups, anhedonia (loss of interest in previously enjoyed activities), chronic lethargy, dropping academic grades, and social isolation, contrasting with typical transient stress or normal peer conflicts.

75. (D) I, II, III, and IV
Operant behavioral management utilizes distinct procedures. Token economies reinforce targets using exchangeable symbols. Extinction withholds reinforcement to decrease unwanted actions. Differential reinforcement rewards alternative positive behaviors while ignoring misbehavior. De-escalation uses calm communication to lower emotional arousal during crises. All four paired definitions accurately reflect established psychological principles and practices.

76. (C) Forethought, Performance/Volitional Control, and Self-Reflection
Barry Zimmerman's self-regulated learning framework comprises three cyclical phases. The forethought phase involves task analysis, goal setting, and strategic planning prior to learning. The performance or volitional control phase encompasses self-monitoring and self-

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infer that they possess comparable capabilities to succeed. Demonstrations conducted by senior students who previously struggled provide relatable modeling cues, strengthening the observers' beliefs in their own capabilities and significantly alleviating evaluative performance anxiety.

9. (C) Personal factors, Behavioral actions, and Environmental influences
Reciprocal Determinism posits that human functioning results from continuous, reciprocal interactions among three major forces: cognitive and personal factors, behavioral actions, and environmental influences. Each component continuously affects and is affected by the others. Personal self-beliefs influence choices and performance, while environmental surroundings shape behaviors and internal cognitive processing, forming a dynamic triadic interaction system.

10. (D) Insufficient personal effort and inadequate study strategy preparation
Locus of control describes how individuals perceive the causes of events in their lives. Individuals with a strong internal locus of control attribute outcomes to personal actions, choices, and effort. When experiencing academic setbacks, they attribute failure to internal, controllable variables such as insufficient effort or inadequate preparation strategies, prompting them to modify study behaviors rather than blaming external circumstances.

11. (A) High need for Achievement (nAch), Moderate need for Power (nPow)
Achievement Motivation Theory highlights three implicit needs shaping human behavior. Successful entrepreneurs and self-directed learners exhibit a strong need for achievement, driving them to seek moderate risks, take personal responsibility, and attain feedback. A moderate need for power provides necessary leadership and influence, while a lower need for affiliation prevents personal decision-making from being compromised by social approval concerns.

12. (C) A is true but R is false
An incremental theory of intelligence views cognitive ability as malleable and improvable through sustained effort and effective learning strategies, leading learners to adopt mastery-oriented goals. Conversely, the view that intelligence is a fixed, unalterable attribute describes an entity theory of intelligence. Therefore, the assertion regarding growth mindsets and mastery orientation is correct, whereas the accompanying reason is incorrect.

13. (B) Internal-External, Stable-Unstable, Controllable-Uncontrollable dimensions
Attribution Theory categorizes explanations for success and failure across three primary dimensions. The locus dimension distinguishes between internal and external causes. The stability dimension differentiates between stable factors that remain constant and unstable factors that fluctuate over time. The controllability dimension addresses whether causes can be altered through agency. These three structural dimensions shape emotional reactions and future expectations.

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14. (A) Internal, Stable, Uncontrollable
Attributing an academic result to innate intelligence locates the cause within the individual, making it an internal locus attribution. Inborn ability is typically perceived as a fixed trait that remains constant across time, representing high stability. Furthermore, because innate talent is viewed as unalterable through immediate personal effort, it falls under the uncontrollable dimension within Weiner's attributional framework.

15. (D) I, II, III, and IV
Adolescent development involves distinct cognitive and psychosocial phenomena. Egocentrism manifests as the imaginary audience, where individuals feel constantly observed, and the personal fable, characterized by beliefs in uniqueness and invulnerability. Psychosocially, adolescents navigate Erikson's stage of identity versus role confusion. Cognitively, they enter Piaget's formal operational stage, acquiring abstract and hypothetical reasoning capabilities. All listed statements accurately describe these features.

16. (D) "Storm and Stress" (Sturm und Drang)
Early psychological literature characterized adolescence as a tumultuous period of universal conflict, emotional instability, and behavioral disruption. Conceptualized as a time of storm and stress, this view posited that biological maturation and hormonal shifts inevitably lead to heightened mood volatility, conflict with authority figures, and risk-taking behaviors

target responses. Because the exact occurrence of reward remains uncertain, individuals maintain high, continuous response rates with minimal post-reinforcement pauses. Consequently, variable-ratio schedules yield the highest resistance to behavioral extinction among all basic operant reinforcement structures.

34. (B) Negative Reinforcement
Negative reinforcement increases the future probability of a target behavior by removing or avoiding an unpleasant or aversive stimulus when the target action occurs. Eliminating unwanted tasks or unpleasant conditions contingent on desirable student conduct strengthens that positive behavior. Negative reinforcement differs fundamentally from punishment, as its primary goal is enhancing desirable actions rather than suppressing misbehavior.

35. (D) I, II, III, and IV
Behavioral modification utilizes established strategies to shape classroom actions. Response cost involves forfeiting earned privileges following misbehavior. Time-out removes learners from reinforcing settings. The Premack principle leverages high-frequency preferred behaviors to reinforce low-frequency tasks. Shaping provides reinforcement for progressive steps toward a complex target behavior. All four paired definitions accurately describe these operant behavioral management techniques.

36. (B) High-probability preferred behaviors can serve as effective reinforcers for low-probability non-preferred behaviors.
The Premack Principle states that engaging in a highly frequent, preferred activity can serve as an effective reinforcer for completing a less preferred, lower-frequency activity. Often termed Grandma's Rule, this principle structures contingencies so that access to desired privileges depends directly on finishing necessary academic or behavioral tasks, thereby increasing engagement in low-probability behaviors.

37. (C) Self-Esteem
Self-esteem represents an individual's overall affective evaluation of their personal self-worth, dignity, and value as a human being. Distinct from self-efficacy, which assesses domain-specific task capabilities, self-esteem reflects global feelings of self-acceptance and respect. It influences general psychological well-being, confidence, and emotional health across academic, personal, and social contexts throughout life.

38. (B) Attention → Retention → Motor Reproduction → Motivation
Observational learning involves four sequential sub-processes. First, attention requires attending closely to the modeled behavior. Second, retention involves symbolically storing the observed action in memory. Third, motor reproduction requires converting stored mental representations into physical execution. Finally, motivation determines whether the acquired behavior is performed based on anticipated consequences or reinforcement structures.

39. (B) Effort
Attribution Theory categorizes explanations for performance outcomes across specific dimensions. Effort is classified as internal because it originates within the learner, unstable because it can vary from task to task, and controllable because individuals exercise direct personal agency over how much effort they expend, making effort attributions crucial for maintaining motivation after academic setbacks.

40. (A) Expectancy of success and the subjective value placed on success
Expectancy-Value Theory posits that achievement motivation depends on two primary cognitive determinants: an individual's expectancy of success on a specific task and the subjective value assigned to that success. Expectancy involves beliefs regarding capability and task difficulty, while value encompasses intrinsic interest, utility, attainment importance, and associated effort costs influencing goal-directed actions.

41. (A) Introjected Regulation
Introjected regulation is an extrinsically motivated state where behavior is driven by internal pressures such as avoiding guilt, shame, or seeking ego-enhancement and self-approval. Although the source of pressure is internal, the individual has not truly accepted the task as personally meaningful. Performing tasks primarily to satisfy external parental expectations and avoid personal remorse exemplifies this introjected motivational state.

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thereby assisting educators in understanding peer dynamics and designing effective social integration interventions.

25. (B) I and III only
The Pygmalion Effect demonstrates that high teacher expectations significantly enhance student academic performance. Teachers communicate these expectations through climate, cognitive input, output opportunities, and instructional feedback. Conversely, low expectations do not automatically increase motivation; instead, they often diminish student confidence and performance through reduced support. Therefore, only statements addressing expectation impacts and mediating climate mechanisms are accurate.

26. (B) Golem Effect
The Golem Effect is a psychological phenomenon in which low expectations held by authority figures, such as teachers, lead to a corresponding decline in an individual's performance. When educators hold systematically lower expectations, they inadvertently provide reduced feedback, diminished learning opportunities, and less socio-emotional warmth, which ultimately depresses student achievement and self-efficacy beliefs.

27. (B) Both skill level and task challenge level are high and appropriately balanced
According to Flow Theory, optimal engagement and deep psychological absorption occur when an individual encounters a task that presents high challenge levels perfectly matched with high personal skill levels. When challenges exceed skills, anxiety arises; when skills exceed challenges, boredom occurs. The harmonious balance between demanding activities and advanced capabilities fosters state flow, maximizing learning immersion and performance.

28. (B) "I am proud of how you tried multiple strategies and persisted through that difficult problem set."
Process praise focuses on effort, strategy choice, and persistence rather than innate talent or intelligence. Recommending effort and strategic problem-solving fosters an incremental mindset, encouraging learners to attribute progress to controllable factors. Praising personal persistence highlights the dynamic learning process, building resilience and sustained engagement when encountering complex academic challenges in contrast to person-oriented fixed praise.

29. (D) Intelligence is an inborn, static trait that cannot be changed
Mindset Theory categorizes beliefs regarding human ability into fixed and growth orientations. A fixed mindset, or entity theory, holds that intelligence is an innate, unchangeable trait fixed at birth. Individuals with this perspective view effort as an indicator of low capability and tend to avoid challenging tasks to protect their perceived ability from potential public failure.

30. (C) Identity vs Role Confusion
Erik Erikson's theory of psychosocial development places adolescents in the fifth stage, defined as identity versus role confusion. During this period, developing individuals explore personal values, beliefs, occupational choices, and social roles. Successful resolution yields a coherent sense of personal identity and fidelity, whereas failure to synthesize these choices results in role confusion and aimless social drift.

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31. (B) Extrinsic Motivation
Extrinsic motivation refers to engaging in a task to attain external outcomes, rewards, or avoid punishment, rather than for the activity's inherent enjoyment. External drivers include academic grades, material prizes, teacher praise, or administrative sanctions. While effective for inducing short-term behavioral compliance, heavy reliance on extrinsic reinforcement can shift the perceived locus of causality away from personal interest.

32. (B) Conditioned Stimulus
In classical conditioning, a neutral stimulus becomes a conditioned stimulus after repeated pairings with an unconditioned stimulus that naturally triggers an emotional or physiological response. When an examination environment is associated with past traumatic failure experiences, the physical setting transforms into a conditioned stimulus, automatically evoking conditioned responses such as anxiety, autonomic fear, and stress.

33. (C) Variable-Ratio Schedule
Operant conditioning demonstrates that reinforcement schedules alter behavioral persistence. A variable-ratio schedule provides reinforcement after an unpredictable number of

or evaluating alternative options. Foreclosed individuals typically adopt choices dictated by authority figures, such as parents or cultural traditions, without questioning, leading to high commitment based on external authority rather than autonomous personal reflection.

51. (B) Identity Moratorium
Identity moratorium describes a status where an individual is actively exploring occupational, ideological, and personal choices but has not yet formed definitive commitments. This period of crisis and exploration allows young people to experiment with diverse roles, values, and career paths before solidifying an autonomous adult identity and establishing meaningful long-term life commitments.

52. (B) Relational Aggression
Relational aggression involves non-physical behaviors designed to damage an individual's social relationships, peer acceptance, or reputation. Manifestations include social exclusion, spreading rumors, malicious gossip, and manipulating group friendships. Prominent during adolescence, relational aggression inflicts socio-emotional distress through interpersonal manipulation rather than direct physical force or overt verbal threats.

53. (A) Somatic anxiety
Somatic anxiety represents the physiological aspect of evaluative anxiety. It manifests as autonomic nervous system reactions, including sweating, nausea, dizziness, elevated heart rate, and gastrointestinal discomfort prior to or during evaluative events. Recognizing somatic symptoms allows educators and counselors to teach physical relaxation techniques, such as deep breathing, to reduce physiological distress during tests.

54. (B) Rejected students
Sociometric surveys measure classroom peer choices and rejections. Students who receive many negative nominations and very few positive nominations fall into the rejected category. Rejected students often experience social isolation, peer conflict, and emotional distress, placing them at heightened risk for academic disengagement, chronic absenteeism, and long-term socio-emotional difficulties requiring targeted social skills interventions.

55. (D) I, II, III, and IV
Sociometry categorizes individuals based on peer nomination patterns. Popular students receive many positive and few negative choices. Rejected students receive high negative and low positive choices. Neglected students receive few choices of any kind, remaining socially unnoticed. Controversial students receive high numbers of both positive and negative nominations. All four descriptions accurately define these sociometric categories.

56. (B) The phenomenon where an individual's self-expectations drive their own performance outcomes
The Galatea Effect describes a psychological phenomenon wherein an individual's personal self-expectations directly influence their performance outcomes. When learners hold high self-expectations and robust efficacy beliefs, they set ambitious goals, expend greater effort, and demonstrate higher resilience during obstacles, thereby fulfilling their own high expectations and achieving superior academic performance outcomes.

57. (C) Cognitive Engagement
Cognitive engagement involves a learner's active mental effort, strategic planning, and metacognitive investment in deep learning processes. It extends beyond simple task attendance, encompassing critical thinking, monitoring comprehension, using elaboration strategies, and striving for conceptual mastery. High cognitive engagement enables deep information processing, robust conceptual understanding, and effective transfer of learning across contexts.

58. (D) Immediate feedback establishes a clear temporal contingency between the specific behavior and the reinforcer.
Operant conditioning principles establish that immediate reinforcement creates a strong temporal connection between a target behavior and its outcome. Providing praise immediately following desirable classroom participation clarifies which action was effective, reinforcing the target behavior. Delayed feedback weakens this association, reducing the efficiency of reinforcement and diminishing its corrective impact on future actions.

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42. (C) A is true but R is false
Mastery goals focus on competence acquisition, conceptual understanding, and personal growth, whereas performance goals emphasize demonstrating superiority relative to others. However, students holding performance-avoidance goals seek to avoid demonstrating incompetence or looking foolish, leading them to avoid challenging assignments. Thus, the assertion accurately defines goal orientations, while the reason misrepresents performance-avoidance behavior.

43. (B) Framing mistakes as necessary learning opportunities and praising strategic persistence in tasks
Fostering a growth mindset requires emphasizing that abilities develop through effort, effective strategies, and practice. Treating mistakes as informative diagnostic feedback reduces fear of failure and encourages intellectual risk-taking. Praising persistence and strategy selection reinforces controllable factors, helping learners realize that academic competence is malleable rather than a fixed, predetermined genetic capacity.

44. (A) Performance-Avoidance Goal
Performance-avoidance goal orientation is driven by the desire to avoid appearing incompetent, foolish, or inferior in front of peers and evaluators. Individuals holding this orientation frequently engage in protective behaviors, such as withholding questions, avoiding challenging tasks, or self-handicapping, which ultimately hinders deep conceptual learning and increases academic evaluation anxiety.

45. (B) I and II only
Learned helplessness develops when repeated uncontrollable negative events lead individuals to believe that their actions cannot alter outcomes. Affected learners attribute failure to internal, stable, and uncontrollable causes such as lack of innate ability, which diminishes motivation and leads to passive resignation rather than competitive drive. Thus, statements regarding uncontrollable events and attributional patterns are correct.

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46. (D) The belief in the 'Personal Fable' of invulnerability combined with immature prefrontal executive control
Adolescent risk-taking behavior arises from a combination of cognitive egocentrism and asymmetrical neurodevelopment. The personal fable creates subjective beliefs of invulnerability and uniqueness, leading teenagers to assume that hazards apply only to others. Concurrently, developing prefrontal executive circuits result in immature impulse control and risk assessment, increasing susceptibility to high-risk behaviors and thrill-seeking activities.

47. (B) Imaginary Audience
The imaginary audience refers to a cognitive distortion during adolescence characterized by the belief that one is the center of constant attention and scrutiny from others. Teenagers believe that peers and adults are as preoccupied with their physical appearance, clothing, and actions as they are themselves, driving heightened self-consciousness and acute social anxiety.

48. (B) Fidelity
Erik Erikson's psychosocial theory states that resolving the conflict of identity versus role confusion produces the ego strength of fidelity. Fidelity involves the ability to sustain personal commitments, values, and loyalties despite inevitable ideological contradictions. Establishing a coherent identity allows young people to commit meaningfully to career paths, personal relationships, and personal ethical frameworks.

49. (A) Rapid mood swings, heightened affective intensity, and vulnerability to self-consciousness
Early adolescence is marked by significant biological, hormonal, and brain transitions that heighten emotional reactivity. Individuals frequently experience affective lability, rapid mood shifts, intense emotional responses, and elevated self-consciousness. These emotional fluctuations are normative developmental features as teenagers navigate expanding social environments, identity exploration, and ongoing maturation of prefrontal emotional regulation systems.

50. (C) Identity Foreclosure
Identity foreclosure occurs when an individual commits to an identity, occupation, or set of values without engaging in personal exploration

during the transition from childhood into young adulthood.

17. (C) High risk-taking behavior and intense self-consciousness about physical appearance
Adolescent egocentrism involves heightened self-awareness and distortion regarding how others view them. The imaginary audience creates intense self-consciousness about physical appearance and social conduct due to the belief that peers are constantly evaluating them. Concurrently, the personal fable fosters feelings of invulnerability, leading to high risk-taking behaviors under the assumption that negative outcomes will not happen to them.

18. (B) Hypothetical-deductive reasoning and systematic hypothesis testing
The formal operational stage marks the emergence of abstract and systematic cognitive processing. Learners develop hypothetical-deductive reasoning, allowing them to formulate hypotheses, evaluate possibilities logically, and test variables systematically without relying strictly on concrete physical objects. This intellectual milestone enables advanced mathematical thinking, scientific experimentation, and formal propositional logic during secondary education.

19. (D) Early maturation of limbic structures relative to the slower maturing prefrontal cortex
Adolescent emotional intensity and behavioral lability stem from asymmetrical brain development. Socio-emotional centers within the limbic system, such as the amygdala, mature earlier during pubertal development. In contrast, executive control regions within the prefrontal cortex, responsible for emotional regulation, impulse control, and strategic decision-making, mature gradually into early adulthood. This neurodevelopmental gap accounts for heightened emotional reactivity.

20. (C) Private non-confrontational dialogue with clear choices and predictable direct consequences
Managing oppositional defiant behaviors requires strategies that avoid escalation while maintaining firm behavioral boundaries. Public reprimands or direct power struggles trigger defensive defiance and confrontation. Engaging in private, calm dialogues provides structure without audience dynamics. Presenting clear options and predictable consequences respects student autonomy, de-escalates conflict, and encourages responsible choice-making within structured classroom environments.

21. (A) Antecedent, Behavior, Consequence (ABC framework)
Functional Behavioral Assessment evaluates problematic behaviors by analyzing environmental relationships using the ABC framework. Antecedents represent events or triggers occurring immediately before the target behavior. The behavior refers to the observable action performed by the individual. Consequences encompass events immediately following the behavior that reinforce or maintain it. Identifying these three components clarifies the underlying function of behavior.

22. (D) Ensuring physical safety of all students and staff while de-escalating the immediate crisis
During active crisis situations involving violence or severe physical aggression, immediate management must prioritize safety and harm reduction. Formal disciplinary actions, diagnostic assessments, or investigative dialogues should be deferred until emotional stability is restored. The primary responsibility of educators during a crisis is securing physical safety for all present while using calm de-escalation techniques to lower emotional arousal.

23. (B) Worry refers to cognitive concerns about performance, while Emotionality refers to physiological arousal.
Test anxiety consists of two distinct dimensions: worry and emotionality. Worry represents the cognitive component, characterized by negative self-talk, preoccupation with failure, and intrusive thoughts regarding performance outcomes. Emotionality encompasses autonomic physiological arousal, including elevated heart rate, sweating, and somatic tension. Distinguishing these components enables targeted interventions using cognitive restructuring alongside physiological relaxation techniques.

24. (B) Sociogram
Sociometry evaluates interpersonal relationships and social structures within groups. Data collected from peer choices, preferences, and rejections are represented visually in a diagram known as a sociogram. Sociograms map network links, identifying popular individuals, social cliques, and isolated or rejected group members,

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59. (B) Abraham Maslow
Abraham Maslow developed the Humanistic Hierarchy of Needs, conceptualizing motivation as a progression from basic physiological survival requirements upward to higher psychological growth needs. The hierarchy organizes needs into basic deficiency needs and growth needs, culminating in self-actualization—the drive to realize one's full potential, creative capabilities, and personal self-fulfillment across life domains.

60. (B) Basic deficiency needs (Physiological, Safety, Belongingness, and Esteem needs)
Maslow's theoretical model posits that basic deficiency needs—including physiological comfort, physical safety, social belongingness, and self-esteem—must be reasonably satisfied before individuals can direct energy toward higher-order growth needs. Unmet lower needs create psychological strain, diverting attention away from intellectual curiosity, self-actualization, and academic achievement until basic security and belongingness are restored.

61. (A) Integrated Regulation
Integrated regulation represents the most autonomous form of extrinsic motivation within Self-Determination Theory. It occurs when extrinsic values and goals are fully assimilated into an individual's self-concept, core identity, and system of beliefs. Although the behavior remains extrinsically oriented toward an outcome, it is executed with complete personal volition, self-endorsement, and alignment with identity.

62. (B) Helping the student track effort, strategy choices, and their direct link to performance progress
Developing an internal locus of control involves guiding learners to understand that outcomes result directly from their own actions, choices, and effort. Helping students track their strategy use and effort demonstrates the tangible link between personal agency and academic progress, replacing beliefs in luck or external bias with internal responsibility and sustained self-efficacy.

63. (A) Vicarious reinforcement occurs when an observer sees a model reinforced for a behavior.
In Social Learning Theory, direct reinforcement occurs when an individual receives consequences directly for their own performance. Conversely, vicarious reinforcement occurs when an observer watches a model receive reinforcement for an action. Observing positive outcomes for others increases the likelihood that the viewer will imitate the target behavior without requiring direct personal reinforcement.

64. (B) Motive to avoid failure ($M_{\{af\}}$)
Atkinson's achievement model contrasts the motive to achieve success with the motive to avoid failure. Individuals with a high motive to avoid failure experience intense evaluative anxiety and fear public failure. Consequently, they avoid competitive or challenging situations where performance might be judged unfavorably, even when they possess high capability, selecting safer or non-evaluative choices.

65. (B) I and II only
Managing test anxiety requires addressing cognitive and physiological components. Cognitive restructuring replaces irrational thoughts with constructive self-statements, targeting cognitive worry. Training in deep breathing and somatic relaxation manages physiological arousal. Suggesting that exam scores define human worth increases threat appraisal and exacerbates anxiety. Therefore, only cognitive restructuring and somatic relaxation represent constructive interventions.

66. (B) Stage 3: Interpersonal Conformity
Lawrence Kohlberg's third stage of moral development, interpersonal conformity, characterizes moral reasoning focused on gaining approval from others and maintaining social relationships. Often described as the good boy-nice girl orientation, individuals at this stage determine right actions based on peer expectations, social approval, empathy, and maintaining positive interpersonal trust within social groups.

67. (A) Post-conventional Stage 5 (Social Contract Orientation)
Stage 5 of Kohlberg's moral framework represents post-conventional reasoning, where laws and rules are viewed as flexible social contracts rather than rigid imperatives. Individuals recognize that rules exist to protect human rights and social welfare. Consequently, they advocate for modifying unjust or discriminatory policies to better serve the collective good and fundamental ethical principles.

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ANSWERS

1. (C) The selection of a specific goal or action among competing alternatives
Motivation consists of three primary components: activation, direction, and persistence. The directional component involves focusing energy toward a specific target or choosing a particular course of action from available alternatives. It guides behavior toward defined outcomes rather than general activity. Selecting a distinct goal among competing options reflects this directional aspect, determining the specific trajectory of human behavior.

2. (B) Intrinsic motivation characterized by personal inherent satisfaction
Intrinsic motivation occurs when an individual engages in an activity purely for its inherent interest, enjoyment, and internal satisfaction, rather than for external pressure or rewards. Completing complex academic tasks solely to gain intellectual mastery and personal fulfillment represents this internal form of drive. The activity itself serves as the primary reward, sustaining long-term engagement and deep cognitive learning.

3. (D) Studying organic chemistry diligently because the student recognizes its genuine value for a career
Identified regulation is an autonomous form of extrinsic motivation within Self-Determination Theory. It occurs when an individual accepts and values the utility of a behavior, perceiving it as personally important for achieving personal goals, even if the activity itself is not inherently enjoyable. Pursuing challenging subjects because they align with long-term career aspirations exemplifies this conscious identification and valuation.

4. (A) Autonomy, Competence, and Relatedness
Self-Determination Theory asserts that human motivation and psychological well-being require the satisfaction of three innate psychological needs. Autonomy involves feeling a sense of agency and self-governance. Competence reflects feeling effective and capable in one's actions. Relatedness entails experiencing meaningful connections and belongingness with others. Educational settings that nurture these three fundamental needs foster robust intrinsic motivation and self-directed learning.

5. (A) I only
The overjustification effect occurs when external rewards diminish an individual's pre-existing intrinsic interest in an activity. Expected, tangible rewards tied simply to task participation are most prone to causing this decline. Conversely, unexpected verbal praise or informative feedback regarding performance quality does not trigger this effect. Therefore, only the statement describing the fundamental reduction of intrinsic drive by extrinsic rewards is accurate.

6. (A) Specific and challenging goals with clear feedback
Goal-Setting Theory emphasizes that high performance is best attained when individuals pursue clear, highly specific, and moderately challenging targets accompanied by regular progress feedback. Specificity eliminates ambiguity, while challenge mobilizes effort and persistence. Performance feedback enables learners to track their achievement and adjust learning strategies effectively, leading to optimal task accomplishment compared to vague goals or effortless tasks.

7. (D) Enactive mastery experiences achieved through authentic personal success
Self-efficacy represents an individual's belief in their capability to accomplish specific tasks. Among its four primary sources, enactive mastery experiences—derived from direct personal accomplishments and past successes—provide the most authentic evidence of capability. Successful execution of performance targets builds resilient efficacy beliefs, whereas failures weaken them, making direct personal mastery the most powerful determinant of self-efficacy development.

8. (B) Vicarious experiences (modeling)
Vicarious experiences build self-efficacy through observing similar peers execute tasks successfully. When learners observe peer models overcome difficulties and attain positive outcomes, they

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instruction during execution. The self-reflection phase involves self-evaluation and attributional appraisals after task completion, informing future forethought processes.

77. (B) High self-efficacy increases effort and persistence when facing challenging academic obstacles.
Self-efficacy beliefs directly influence behavioral choice, effort expenditure, and task persistence. Learners with high self-efficacy view challenging tasks as challenges to be mastered rather than threats to be avoided. Consequently, when encountering academic obstacles or initial failures, they exert greater effort, persist longer, and apply flexible learning strategies to achieve success.

78. (D) Creating a supportive, empathetic environment where students feel safe to ask questions without fear
Affective engagement focuses on emotional connectedness, belongingness, and positive attitudes toward learning settings. Teachers foster affective engagement by establishing supportive, empathetic, and safe psychological environments where learners feel respected and valued. Encouraging open communication without fear of embarrassment builds emotional security, enhancing interest and overall classroom participation.

79. (A) Imaginary Audience
The imaginary audience is an adolescent cognitive distortion where individuals believe that everyone around them is constantly monitoring and evaluating their appearance or conduct. Assuming that peers are intensely focused on a minor shirt stain reflects this heightened self-consciousness, as the individual projects personal self-preoccupation onto those in their surrounding social environment.

80. (B) Person Praise
Person praise focuses on fixed personal attributes or intelligence rather than controllable effort and strategy choice. Expressions that attribute success to innate intelligence or natural ability represent person praise. While intended to boost confidence, person praise can foster a fixed mindset, making learners vulnerable to anxiety and helpless responses when encountering future academic difficulties.

81. (A) Fixed Mindset and Performance Goals (especially performance-avoidance orientation)
Research demonstrates that frequent person praise attributes academic outcomes to innate, unchangeable traits. This fosters a fixed mindset, leading learners to believe that failure reflects a lack of innate intelligence. Consequently, students orient toward performance goals, particularly performance-avoidance, seeking to avoid challenging tasks that might expose potential deficiencies in perceived ability.

82. (B) Arousal Theory / Yerkes-Dodson Performance Law
Arousal Theory posits that individuals are driven to maintain an optimal level of physiological and psychological arousal. The Yerkes-Dodson Law specifies that performance is optimal at moderate arousal levels. Under-arousal causes boredom and inattention, whereas over-arousal produces excessive anxiety and performance degradation, highlighting the necessity of balanced physiological activation for effective performance.

83. (B) An inverted U-shaped curve
The Yerkes-Dodson Law illustrates the relationship between physiological arousal and performance as an inverted U-shaped curve. Performance improves with increasing arousal up to an optimal moderate level. Beyond this optimal point, further increases in arousal cause heightened anxiety and stress, leading to a steady decline in performance quality across various cognitive and physical tasks.

84. (D) Moderate to lower levels of physiological and cognitive arousal
According to the Yerkes-Dodson Law, task difficulty moderates the optimal arousal level required for performance. Highly complex or difficult cognitive tasks demand lower to moderate levels of arousal to prevent cognitive overload and excessive anxiety. Maintaining lower arousal preserves working memory capacity, focused attention, and analytical processing needed for complex problem-solving.

85. (B) I and II only
Cognitive dissonance occurs when an individual holds contradictory cognitions, generating psychological discomfort. In educational settings, teachers can intentionally create cognitive dissonance through puzzling paradoxes to

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156. (C) Repairing harm, holding offenders accountable, and restoring school relationships through dialogue
Restorative justice in school discipline focuses on repairing harm caused by misbehavior rather than administering retributive punishment. It brings affected parties together through structured dialogue, holding offenders accountable while guiding them to understand the impact of their actions. Restorative practices emphasize repairing damaged relationships, reintegrating students into the community, and building interpersonal responsibility.

157. (D) "I failed because I am stupid and cannot get smarter." (Internal, Stable, Uncontrollable)
Attributing failure to internal, stable, and uncontrollable causes—such as viewing oneself as stupid and unable to improve—represents the primary psychological driver of learned helplessness. Because the cause is perceived as permanent and unalterable by personal effort, learners conclude that future success is impossible, leading to passivity, low efficacy, and complete task surrender.

158. (C) Ongoing self-assessment of one's understanding and progress while performing a learning task
Metacognitive monitoring refers to the ongoing, active self-assessment of comprehension, performance, and strategy effectiveness during cognitive task execution. It involves tracking whether one understands material, recognizing when comprehension breaks down, and evaluating task progress, enabling learners to make real-time adjustments and select appropriate cognitive strategies to ensure task success.

159. (B) Adolescents develop formal operational thought, enabling abstract, systematic, and combinatorial reasoning.
Jean Piaget posited that cognitive development culminates during adolescence with the onset of formal operational thought. Individuals transition beyond concrete physical representations to engage in abstract, systematic, and hypothetical-deductive reasoning. Formal operational thinkers can systematically evaluate hypotheses, construct formal logic, consider counterfactual possibilities, and perform complex combinatorial cognitive operations.

160. (D) Chronic internal worry, social withdrawal, and somatic physiological complaints
Internalizing emotional problems involve directing psychological distress inward rather than acting out externally. Common manifestations in adolescent students include chronic internal worry, depressive mood, social withdrawal, low self-esteem, and physical somatic complaints like tension headaches. Because internalizing problems lack disruptive classroom behaviors, they require proactive psychological screening and socio-emotional support.

161. (A) Intrinsic Motivation
Intrinsic motivation describes performing an activity for its inherent satisfaction, curiosity, and personal enjoyment. Working on scientific projects driven by a genuine passion for understanding nature exemplifies intrinsic motivation. The learning activity itself acts as the primary reward, sustaining deep cognitive immersion, autonomous engagement, and long-term academic interest without requiring external incentives.

162. (C) A is true but R is false
Self-efficacy beliefs significantly shape task choice, effort, and persistence during failure. Students with high self-efficacy embrace challenging tasks as opportunities for mastery rather than threats. Therefore, the assertion accurately highlights the positive impact of self-efficacy on effort and resilience, whereas the reason incorrectly claims that highly efficacious students avoid difficult tasks.

163. (B) Adolescents evaluate their abilities, social status, and appearance by comparing themselves with peers.
Social comparison plays a pivotal role in adolescent peer dynamics and identity formation. Teenagers systematically evaluate their academic capabilities, social standing, and physical appearance by comparing themselves with peer group standards. Social comparison provides benchmarks for evaluating personal progress, influencing self-efficacy, academic self-concept, and socio-emotional self-esteem during secondary school development.

164. (B) Emotional / Affective Engagement
Emotional or affective engagement encompasses a student's subjective feelings, emotional reactions, and sense of belonging toward their educational

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94. (B) High explicit rules, rigid control, punitive discipline, and low warm responsiveness
An authoritarian classroom management style is characterized by rigid control, strict enforcement of rules, demanding obedience, and low warmth or responsiveness. Authoritarian teachers rely heavily on punitive discipline and verbal directives without explaining rule rationales or supporting student autonomy. This approach often leads to student passivity, anxiety, underlying resentment, or overt defiance.

95. (D) I, II, III, and IV
James Marcia expanded identity theory into four statuses based on exploration and commitment. Identity achievement involves commitment following active exploration. Identity moratorium represents ongoing exploration without firm commitment. Identity foreclosure reflects commitment adopted from authority without personal exploration. Identity diffusion indicates an absence of both exploration and commitment. All four definitions correctly describe these statuses.

96. (A) Implicit Theory of Intelligence / Mindset
Implicit theories of intelligence, or mindsets, describe individuals' underlying beliefs regarding the nature of cognitive ability. An entity theory (fixed mindset) views intelligence as an unalterable, static trait. An incremental theory (growth mindset) views intelligence as malleable, developing through effort and learning strategies. Mindsets significantly shape goal selection, response to failure, and persistence.

97. (D) Albert Bandura's Social Cognitive Learning Theory
Thinking aloud while demonstrating problem-solving steps is a direct application of Social Cognitive Learning Theory. Formulated by Albert Bandura, this approach highlights observational learning and cognitive modeling. Demonstrating cognitive processes visibly enables observers to internalize mental strategies, symbolic rules, and behavioral steps required to execute complex tasks independently.

98. (B) Receiving a chocolate bar for finishing five math problems assigned in class
Tangible extrinsic rewards are physical, external incentives provided contingent on task performance or completion. Receiving a physical item such as food, tokens, or prizes upon completing a specified task exemplifies a tangible, task-contingent extrinsic reinforcer designed to increase the immediate frequency of targeted academic or behavioral responses.

99. (D) A student's task achievement is evaluated against objective criteria independent of peers.
An individualistic reward system evaluates student performance against objective criterion-referenced standards rather than relative to peers. Individual success or failure remains independent of the performance of classmates. This structure removes interpersonal competition, allowing learners to focus on personal goal attainment, mastery of learning criteria, and self-referenced progress without comparing themselves to others.

100. (B) An observer decreasing a behavior after seeing another student punished for that behavior
Vicarious punishment occurs within social learning when an individual observes a model experience negative consequences or punishment for a specific behavior. Observing the model's punishment decreases the likelihood that the observer will perform the target misbehavior, demonstrating that behavioral suppression can occur through social observation without direct personal experience of negative punishment.

101. (B) Social Facilitation
Social facilitation refers to the tendency for individuals to perform better on simple or well-learned tasks when in the presence of others. The presence of peers or an audience increases physiological arousal, which enhances dominant, well-rehearsed behavioral responses. However, on complex or unlearned tasks, heightened arousal from an audience can impair performance.

102. (A) Both A and R are true and R is the correct explanation of A
Social loafing is the reduction of individual effort when performing tasks collectively compared to working individually. It occurs in cooperative groups when individual contributions are not measured separately, causing personal responsibility to diffuse across the group. Therefore, the assertion accurately identifies when social loafing occurs, and the reason provides the precise theoretical explanation involving diffusion of responsibility.

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103. (B) Individual accountability and clear assignment of specific structured roles
Eliminating social loafing in cooperative learning requires establishing individual accountability alongside group interdependence. Structuring tasks so that each student's personal contribution is identifiable, evaluated, and necessary for group success prevents free-riding. Assigning specific, structured roles ensures that all group members feel personally responsible for collective performance and remain actively engaged.

104. (D) The ability to recognize, understand, manage, and reason with emotions in oneself and others
Emotional Intelligence, as conceptualized by Daniel Goleman, encompasses the ability to perceive, evaluate, manage, and express emotions effectively. In adolescent development, high emotional intelligence involves self-awareness, emotional self-regulation, empathy, motivation, and social skills, enabling individuals to navigate complex interpersonal relationships, manage stress, and foster a positive psychological climate.

105. (D) I, II, and III
Emotional Intelligence comprises core dimensions vital for effective learning environments. Self-awareness enables individuals to recognize personal emotional states. Self-regulation allows learners to manage disruptive emotional impulses and manage stress. Empathy fosters understanding of others' perspectives and socio-emotional needs. All three components are essential for creating supportive, collaborative, and emotionally healthy classroom environments.

106. (B) External, Unstable, Uncontrollable
Attributing examination performance to external environmental conditions such as room lighting or noise places the cause outside the learner, representing an external locus. Because room noise and lighting conditions vary across occasions, the factor is unstable. Additionally, because the learner cannot directly alter ambient physical environment factors during testing, the cause is classified as uncontrollable.

107. (D) Internalizing Behavior Problems
Internalizing behavior problems involve directed emotional distress inward toward the self. Key symptoms include withdrawal, depression, generalized anxiety, physical somatic complaints, and persistent worry. Unlike externalizing behaviors that manifest outward through aggression or disruption, internalizing problems are quiet, subtle, and frequently overlooked in classroom settings, requiring proactive socio-emotional identification and support.

108. (D) Somatization of performance/evaluative anxiety
Somatization occurs when psychological distress and evaluative anxiety convert into physical physiological symptoms without underlying medical pathology. Experiencing physical distress specifically prior to evaluative events, such as public presentations, illustrates somatic manifestation of performance anxiety, where bodily symptoms express underlying psychological stress and fear of negative social evaluation.

109. (A) Praise rewards person and outcome; Encouragement focuses on effort and process.
Rudolf Dreikurs distinguished between praise and encouragement based on focus and psychological impact. Praise focuses on external outcomes, ultimate achievement, and fixed personal attributes, which can create approval dependency and fear of failure. Encouragement focuses on effort, internal progress, strategy use, and the learning process, fostering self-reliance, intrinsic motivation, and resilience.

110. (A) Teaching learning strategies, attributing progress to effort, and providing scaffolded feedback
Building long-term academic resilience in struggling learners requires empowering personal agency. Educators build resilience by teaching strategic learning techniques, linking academic progress directly to controllable effort, and providing clear, scaffolded feedback. This approach develops an internal locus of control, enhances self-efficacy beliefs, and encourages learners to persist through setbacks rather than resigning to passivity.

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111. (D) Respecting a student as a worthy individual regardless of behavioral missteps or performance
Unconditional positive regard, a central concept in Carl Rogers' Humanistic Theory, involves accepting, valuing, and respecting an individual without contingent conditions. In education, it means demonstrating genuine warmth, acceptance, and dignity toward learners regardless of their academic achievements,

behavioral mistakes, or performance outcomes, thereby creating a safe, non-threatening environment for personal growth.

112. (B) Absence of clear goals, direction, and active commitment or exploration regarding identity choices
Identity diffusion represents a state within James Marcia's identity framework characterized by an absence of both identity exploration and personal commitment. Individuals experiencing identity diffusion lack clear vocational or ideological goals, demonstrate aimlessness, and make little active effort to explore values or establish long-term direction, leaving them vulnerable to social drift and identity confusion.

113. (C) The Personal Fable
The personal fable is an adolescent cognitive distortion characterized by beliefs in absolute personal uniqueness, special destiny, and invulnerability. Teenagers exhibiting this mindset assume that common risks, dangers, and negative consequences apply only to ordinary people, leading them to engage in high-risk behaviors under the false cognitive assumption that they are personally immune to harm.

114. (B) Scaffolding
Scaffolding refers to the temporary instructional support provided by teachers or peers to help learners master complex concepts within their Zone of Proximal Development. As the learner develops competence and self-regulation, instructional scaffolding is systematically faded, transferring full responsibility and agency for executing the cognitive task directly to the student.

115. (D) I, II, III, and IV
Key psychological frameworks connect theorists with foundational concepts. Albert Bandura formulated Social Cognitive Theory and self-efficacy. Bernard Weiner developed Attribution Theory explaining motivation through locus, stability, and control. Carol Dweck established Mindset Theory contrasting fixed and growth intelligence views. Martin Seligman conceptualized Learned Helplessness Theory detailing uncontrollable failure responses. All pairs are accurately matched.

116. (A) Mastery-Approach Goal
A mastery-approach goal orientation focuses on acquiring competence, mastering new knowledge, and personal self-improvement. Individuals with this orientation choose challenging tasks, actively seek constructive feedback, view mistakes as learning opportunities, and demonstrate sustained persistence when facing initial obstacles, leading to deep cognitive engagement and long-term academic progress.

117. (B) Retention
In Bandura's observational learning model, retention involves symbolically encoding and storing observed behavioral actions within long-term memory. Learners transform observed modeling into mental visual imagery or verbal codes. Storing these symbolic mental representations allows individuals to retain memory of target behaviors and retrieve them later when executing motor performance.

118. (B) Complete lack of intention to act, accompanied by feelings of incompetence and lack of control
Amotivation represents a state within Self-Determination Theory characterized by a total absence of intent or motivation to act. Amotivated individuals feel ineffective, lack personal agency, and perceive actions as disconnected from outcomes. This state arises when individuals feel incompetent, experience lack of control, or perceive academic tasks as lacking personal value or meaning.

119. (B) Identifying, challenging, and modifying automatic negative thoughts and maladaptive beliefs
Cognitive Behavioral Therapy manages academic anxiety by focusing on the relationship between thoughts, emotions, and behaviors. Interventions center on identifying automatic negative thoughts, cognitive distortions, and irrational perfectionist beliefs that trigger anxiety. Challenging and replacing these maladaptive cognitions with constructive, realistic self-talk reduces subjective emotional distress and improves adaptive coping behaviors.

120. (A) Peer Pressure / Peer Conformity
Peer conformity describes the psychological tendency of adolescents to adapt their attitudes, values, and behaviors to match group standards. Driven by normative social influence, individuals

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stimulate intellectual curiosity, promote cognitive disequilibrium, and encourage conceptual restructuring. Dissonance does not automatically destroy motivation; when managed properly, it drives deep cognitive inquiry. Thus, statements I and II are correct.

86. (B) Success → Luck/Easy Task (External); Failure → Lack of Ability (Internal, Stable)
Learned helplessness is characterized by a debilitating attributional pattern. Successes are attributed to external, unstable factors such as luck or task simplicity, preventing the learner from taking credit or building self-efficacy. Failures are attributed to internal, stable, and uncontrollable factors like lack of innate ability, reinforcing feelings of futility, passivity, and task avoidance.

87. (B) Personal Fable
The personal fable is an adolescent cognitive belief characterized by subjective feelings of complete uniqueness, invulnerability, and omnipotence. Believing that no one else can understand or experience emotions with equal depth reflects this cognitive distortion. The personal fable leads teenagers to view their personal lives as unique dramas, separate from common human experiences.

88. (A) These behaviors reflect normative brain maturation differences combined with identity exploration.
Emotional lability and rebellious behaviors during adolescence stem from normative neurodevelopmental processes and identity exploration. Asymmetrical maturation between early-developing emotional limbic structures and later-developing prefrontal cognitive control circuits creates transient emotional volatility. Recognizing these patterns as typical developmental milestones helps parents and educators provide structured guidance rather than misinterpreting them as permanent pathologies.

89. (B) Systematic desensitization therapy
Systematic desensitization is a behavior therapy technique used to reduce anxiety responses. It involves constructing a hierarchical list of feared situations and gradually exposing the individual to these stimuli, either in imagination or in vivo, while maintaining a state of deep physical muscle relaxation. Counter-conditioning replaces anxiety responses with relaxed physiological states.

90. (B) Competitive Reward Structure
A competitive reward structure links individual goal attainment negatively to peer success. In this structure, one student's success reduces the probability of others obtaining rewards, as grades or recognitions are assigned on a relative curve or limited rank basis. This arrangement fosters interpersonal competition, social comparison, performance anxiety, and potential hostility among group members.

91. (B) The successful performance of the entire group working collaboratively toward a common goal
In a cooperative reward structure, individual rewards depend directly on the collective success of the group in achieving a common objective. Members sink or swim together, meaning that individual goal attainment promotes and depends upon peer goal achievement. This interdependence encourages mutual support, positive social interactions, shared effort, and collective responsibility for outcomes.

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92. (B) Authoritative Style
An authoritative classroom management style combines high expectations and firm behavioral standards with socio-emotional warmth, responsiveness, and open communication. Authoritative teachers set clear boundaries, explain rules logically, and support student autonomy. This balanced combination fosters positive teacher-student relationships, academic self-regulation, high efficacy, and prosocial classroom conduct.

93. (A) Authoritative
Empirical research consistently demonstrates that an authoritative parenting and teaching style yields superior academic and socio-emotional outcomes. Combining clear structure, high performance expectations, and firm boundaries with warmth, emotional responsiveness, and autonomy support fosters optimal self-regulation, high academic self-efficacy, emotional resilience, and prosocial peer interactions in developing adolescents.

reinforcers maintaining disruption. Its purpose is to decrease unwanted actions by removing reinforcement opportunities in a supportive manner.

130. (B) It can undermine intrinsic interest and foster reward dependency when rewards are removed.
Relying heavily on tangible extrinsic rewards can undermine pre-existing intrinsic interest, a phenomenon known as the overjustification effect. When rewards are expected and continuously provided for basic tasks, learners shift their internal locus of causality externally, performing tasks solely for rewards. Consequently, when rewards are withdrawn, task engagement and performance significantly decrease.

131. (A) Replacing negative catastrophic self-talk with constructive, realistic coping statements
Cognitive restructuring is an anxiety-management strategy that involves identifying, evaluating, and modifying maladaptive thought patterns. In academic settings, learners replace negative, catastrophic self-talk ("I will fail and ruin my future") with constructive, realistic coping statements ("I am prepared and can handle this step-by-step"). This cognitive shift reduces evaluative distress and restores task-focused focus.

132. (C) A is true but R is false
During adolescence, peer groups become essential sources of social validation, emotional support, and identity formation. However, orientation toward peer norms does not eliminate parental influence; adolescents continue to rely on parents for long-term values, moral guidance, and financial support. Therefore, the assertion accurately highlights peer significance, while the reason incorrectly claims total loss of parental influence.

133. (B) Flow State
Formulated by Mihaly Csikszentmihalyi, the flow state describes a psychological condition of intense absorption, effortless focus, and deep enjoyment during an activity. Flow occurs when task challenges align with individual skill capabilities. During flow, individuals lose self-consciousness and sense of time, experiencing intrinsic motivation and high cognitive engagement.

134. (B) Anxiety / Stress
In Csikszentmihalyi's Flow Model, emotional states depend on the balance between task challenge and personal skill. When an academic task presents an exceptionally high challenge level while the learner's skill level remains low, the demand exceeds perceived capability. This imbalance generates heightened psychological stress, evaluative anxiety, and feelings of incompetence during performance execution.

135. (D) I, II, III, and IV
Csikszentmihalyi's Flow Model maps subjective experiences based on challenge and skill levels. High challenge matched with low skill generates anxiety. Low challenge paired with high skill causes boredom. Low challenge combined with low skill produces apathy. High challenge balanced with high skill yields optimal flow experience. All four listed combinations correctly represent these psychological states.

136. (A) Locus of Control
Formulated by Julian Rotter, locus of control describes an individual's generalized belief regarding the degree of control they exercise over life events. An internal locus reflects the belief that outcomes result from personal effort and agency. An external locus attributes outcomes to external forces like chance, difficulty, or powerful others, shaping achievement motivation.

137. (B) Fostering a climate centered on growth mindset, collaboration, and clear mastery goal expectations
Enhancing academic engagement across educational institutions requires cultivating a supportive learning culture. Institutional heads achieve sustainable progress by promoting a growth mindset, encouraging collaborative learning, providing clear instructional support, and setting high mastery goal expectations. This approach enhances academic self-efficacy, internal locus of control, and intrinsic motivation, fostering long-term educational achievement across diverse student bodies.

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138. (B) A small, tight-knit group of close friends (3-7) who share common interests and interact frequently
In adolescent peer social structures, a clique is a small, tight-knit group typically comprising three to seven close friends. Cliques are defined by frequent direct interaction, shared values,

common interests, and strong interpersonal bonds. They provide adolescents with immediate socio-emotional support, social validation, and a close framework for identity exploration during secondary school years.

139. (A) A crowd is larger and reputation-based; a clique is smaller and interaction-based.
Adolescent peer structures differentiate between crowds and cliques. A crowd is a large, reputation-based group defined by shared stereotypes or social images (such as athletes or scholars), where members may not interact directly. Conversely, a clique is a small, interaction-based group of close friends who engage in regular face-to-face social contact and mutual activities.

140. (A) Presence of at least one caring, supportive adult who holds high performance expectations
Academic resilience—the ability to succeed despite socio-economic hardship—is strongly promoted by supportive adult relationships. Having at least one caring adult, such as a teacher or mentor, who provides socio-emotional support alongside high performance expectations fosters self-efficacy, internal locus of control, and sense of purpose, enabling resilient outcomes amidst environmental adversity.

141. (A) Acting with a sense of volition, choice, and self-endorsement of the activity
Autonomous motivation, a key concept within Self-Determination Theory, describes engaging in behavior with a genuine sense of personal choice, volition, and self-endorsement. It encompasses intrinsic motivation and well-internalized extrinsic regulation. When autonomously motivated, individuals perceive their actions as self-determined, leading to greater task persistence, cognitive engagement, and psychological well-being.

142. (B) Operant Conditioning and Applied Behavior Analysis
Token economies are structured behavior management systems grounded in operant conditioning and Applied Behavior Analysis. Target behaviors are reinforced systematically using secondary reinforcers, such as star tokens. These tokens are later exchanged for backup reinforcers, such as preferred activities or privileges, effectively strengthening desirable classroom behaviors through secondary reinforcement principles.

143. (B) Differential reinforcement of successive approximations toward a target complex behavior
Shaping is an operant conditioning technique used to establish complex behaviors not currently present in an individual's repertoire. It involves reinforcing successive approximations—gradually closer steps—toward the desired target behavior while withholding reinforcement for earlier responses. Through differential reinforcement of progressive steps, complex academic and social behaviors are systematically developed over time.

144. (A) Cognitive Dissonance / Disequilibrium
Cognitive disequilibrium or dissonance occurs when individuals encounter new information that conflicts with their pre-existing mental schemas or beliefs. This conceptual contradiction generates psychological discomfort, driving the learner to adapt their cognitive structures through assimilation and accommodation to restore cognitive equilibrium, making dissonance a powerful catalyst for conceptual growth and active inquiry.

145. (B) I and III only
Self-regulated learners actively set goals, select appropriate cognitive strategies, and monitor their progress. Self-regulation is not an unchangeable genetic trait; it is a learnable capacity that develops through explicit instruction, metacognitive prompts, and self-monitoring tools. Thus, statements I and III are correct, whereas statement II incorrectly describes self-regulation as an unalterable genetic trait.

146. (B) Formative / Informational Feedback
Formative or informational feedback provides clear, specific, and actionable details regarding learning performance. Rather than assigning vague praise or letter grades, informational feedback highlights current progress, identifies specific conceptual errors, and outlines actionable strategies for future improvement. This supportive guidance enhances student competence, self-efficacy, and mastery-oriented learning behaviors.

147. (B) External Regulation (Avoidance of Punishment)
External regulation is the least autonomous form of extrinsic motivation in Self-Determination

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Theory. It describes behavior performed purely to satisfy external demands, obtain tangible rewards, or avoid negative consequences and public reprimands. Completing tasks solely to prevent teacher reprimands reflects external regulation, where the perceived locus of causality remains entirely external.

148. (B) Cognitive stress management, restructuring perfectionist beliefs, and muscle relaxation
Severe evaluative anxiety accompanied by catastrophic self-talk requires targeted multi-component psychological interventions. Counselors prioritize cognitive stress management to identify and reframe perfectionist beliefs, alongside somatic relaxation training to manage autonomic physical distress. Restructuring irrational failure beliefs restores cognitive focus, reduces anxiety, and fosters realistic self-expectations during high-stakes testing situations.

149. (B) Creating obstacles prior to a task so failure can be attributed to external factors
Self-handicapping is a defensive motivational strategy where individuals create obstacles or excuses prior to performance tasks. By sabotaging their own preparation—such as procrastinating or staying up late—learners ensure that potential failure can be attributed to external, temporary obstacles rather than lack of innate ability, thereby protecting public self-esteem.

150. (A) Self-Handicapping
Staying up late playing video games before an important examination exemplifies self-handicapping behavior. By creating an obvious physical obstacle—sleep deprivation—the student establishes a plausible external excuse for potential performance failure. If failure occurs, it is attributed to fatigue rather than low intelligence, shielding public self-esteem and perceived capability at the expense of actual performance.

151. (C) Albert Bandura's Social Learning Theory
Albert Bandura's Social Learning Theory emphasizes that learning occurs within social environments through observation, modeling, and imitation of others. Individuals acquire complex cognitive skills, social behaviors, and emotional reactions by observing the actions of models and the resulting consequences, highlighting the powerful role of observational learning in human development.

152. (B) Inability to establish identity, leading to role confusion, drift, or fanatical conformity
In Erikson's fifth psychosocial stage, identity versus role confusion, the primary danger is the failure to synthesize a coherent identity. Inability to navigate social roles and personal choices leads to role confusion, characterized by social aimlessness, directionless drift, or fanatical conformity to peer groups as individuals struggle to establish a stable sense of self.

153. (B) "You worked really hard to analyze this poem from multiple perspectives!"
Process praise explicitly highlights controllable learning actions, effort expenditure, and strategic problem-solving. Commending a student for analyzing a text from multiple perspectives focuses on specific strategy choices and hard work. This informative praise fosters an incremental growth mindset, encouraging learners to attribute achievement to effort and sustained engagement rather than fixed innate intelligence.

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154. (B) It leads students to conclude they lack innate talent, decreasing self-efficacy and performance.
Person praise attributes achievement to fixed innate intelligence or talent. When students praised for intelligence encounter subsequent academic difficulties or failures, they infer that their success was contingent on fixed ability that they now lack. This conclusion lowers academic self-efficacy, increases failure anxiety, and prompts helpless behavioral responses during difficult challenges.

155. (B) I, II, and IV only
Intrinsic motivation involves engaging in tasks for inherent satisfaction, while extrinsic motivation involves acting for separable external outcomes. Extrinsic motivators can effectively encourage initial engagement in uninteresting tasks. However, high extrinsic rewards do not guarantee long-term intrinsic interest. Therefore, statements I, II, and IV are accurate, whereas statement III is incorrect.

conform to gain peer approval, maintain social status, and avoid rejection or social ostracization. Peer pressure exerts strong expectations, influencing dress, academic engagement, and social behaviors.

121. (B) Vicarious Reinforcement
Vicarious reinforcement occurs when individuals modify their own behavior after observing another person rewarded for that specific action. When classmates witness popular peers receiving praise for tidy work, they anticipate receiving similar positive reinforcement if they imitate the conduct. Consequently, the observed reward strengthens target behaviors across the observing group without direct initial reinforcement.

122. (A) Academic Self-Concept
Academic self-concept refers to an individual's cognitive representation and self-evaluation of their overall academic capabilities across subject domains. Formed through past achievement experiences, self-reflection, and social comparisons with peers, academic self-concept reflects broad domain-specific self-perceptions, such as viewing oneself as competent or struggling in academic learning environments.

123. (A) Self-Concept is a broad evaluation in a domain; Self-Efficacy is a belief in executing specific tasks.
Academic self-concept and self-efficacy differ in scope and specificity. Self-concept represents a broad, domain-general self-evaluation formed through social comparison and past performance across subjects. Self-efficacy is a context-specific cognitive judgment regarding one's capability to execute a particular task. While self-concept assesses general domain competence, self-efficacy predicts prospective execution of specific performance goals.

124. (B) 0.10
In Atkinson's Achievement Motivation Model, the subjective incentive value of success (I_s) is inversely related to the probability of success (P_s), represented by the formula $I_s = 1 - P_s$. When the probability of success is exceptionally high ($P_s = 0.90$), the task is perceived as easy, yielding a low incentive value of success ($I_s = 0.10$).

125. (A) I and II only
Atkinson's model establishes that incentive value is inversely related to success probability ($I_s = 1 - P_s$). Success-oriented individuals ($M_s > M_{\{af\}}$) prefer intermediate difficulty tasks ($P_s \approx 0.50$) to maximize achievement pride. Conversely, failure-avoidant individuals ($M_{\{af\}} > M_s$) avoid intermediate tasks, preferring extreme tasks to minimize shame. Thus, statements I and II are accurate.

126. (A) Easy tasks guarantee success, while difficult tasks carry no personal stigma if failed.
Individuals driven by high fear of failure avoid tasks of intermediate difficulty because failure at moderate tasks reflects low personal ability. They select extremely easy tasks to guarantee success and avoid failure entirely, or extremely difficult tasks where failure is expected and carries no personal stigma, thereby protecting their self-worth and hiding perceived ability deficiencies.

127. (B) Rearranging seating, reducing clutter, and establishing clear pathways to minimize distraction
Environmental engineering in classroom management involves modifying physical space and physical arrangements to promote positive behavior and reduce distractions. Rearranging seating patterns, removing environmental clutter, maintaining clear physical pathways, and structuring learning areas minimizes off-task behavior, facilitates smooth instructional transitions, and optimizes environmental focus for sustained cognitive engagement.

128. (A) Contingency Contracting / Positive Reinforcement
Contingency contracting is a behavioral agreement specifying target behaviors and corresponding reinforcers earned upon successful completion. Rewarding punctual attendance with the privilege of managing the school radio station applies positive reinforcement within a contingency contract. This structured agreement clarifies expectations, leverages desired activities as reinforcers, and systematically increases target punctuality behaviors.

129. (B) Brief removal of a student from a reinforcing situation to a neutral non-reinforcing space
Time-out from reinforcement involves temporarily removing an individual from a reinforcing environment to a neutral, non-reinforcing space following misbehavior. When implemented correctly, time-out is brief, non-punitive, and serves to remove environmental

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setting. It includes feelings of interest, enjoyment, pride, and positive relationships with teachers and peers. High emotional engagement protects against school burnout, enhances motivation, and fosters a positive psychological climate conducive to academic growth.

165. (B) I and II only
Supporting student autonomy within Self-Determination Theory involves offering meaningful choices in learning activities and encouraging students to express their perspectives. Conversely, rigid dictatorial control suppresses autonomy and diminishes internal motivation. Therefore, strategies offering task choices and encouraging student expression build autonomous motivation, validating statements I and II as correct practices.

166. (C) Using calm vocal tones, neutral body language, active listening, and reducing environmental triggers
De-escalation involves strategic communication techniques designed to reduce emotional distress and prevent behavioral escalation in angry or volatile situations. Educators manage agitation by maintaining calm vocal tones, adopting neutral non-threatening body language, practicing active listening, and reducing surrounding environmental triggers, thereby helping the student regain emotional self-regulation safely without power struggles.

167. (C) Specific, Measurable, Achievable, Relevant, Time-bound targets
SMART goal setting provides a structured framework for goal formulation in academic planning. SMART is an acronym standing for Specific targets, Measurable indicators, Achievable standards, Relevant personal outcomes, and Time-bound deadlines. Formulating goals with these characteristics clarifies performance expectations, enhances task focus, facilitates self-monitoring, and promotes sustained learning persistence.

168. (B) Introduce mentoring sessions with successful female scientists (vicarious modeling)
Mitigating stereotype threat and low self-efficacy in specific academic domains requires providing positive counter-stereotypic models. Arranging mentoring sessions with successful female scientists provides vicarious modeling experiences. Observing competent female role models demonstrates capability, breaks negative gender stereotypes, boosts domain-specific self-efficacy beliefs, and encourages female students to pursue advanced STEM academic pathways.

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169. (D) Anxiety experienced by group members that their performance might confirm a negative stereotype
Stereotype threat is a psychological phenomenon where individuals experience anxiety and evaluative apprehension in situations where their performance could confirm a negative stereotype about their social group. This heightened anxiety consumes working memory resources, increases cognitive load, and impairs task performance, even when the individual possesses high domain competence.

170. (B) Attributing success to ability/effort, and failure to controllable effort or strategy choice
An adaptive attributional style promotes resilience and long-term motivation. Attributing success to internal factors like ability and effort builds academic self-efficacy. Attributing failure to controllable, unstable factors—such as insufficient effort or ineffective strategy selection—maintains hope and agency, encouraging learners to modify strategies and exert effort to achieve future mastery.

171. (D) Student behavior, internal personal factors, and environment continuously influence one another.
Reciprocal Determinism, formulated by Albert Bandura, asserts that human functioning is shaped by a triadic interaction system. Student behavioral actions, internal personal cognitions, and environmental context continuously influence and shape one another. In classroom behavior management, changing environmental arrangements or cognitive self-beliefs directly alters observable student behavior, emphasizing dynamic reciprocal causation.

172. (C) A process where an individual observes and imitates the behavior or attitudes of another person
In Social Learning Theory, modeling refers to the behavioral process wherein an individual observes the actions, attitudes, or emotional responses of a model and subsequently imitates those behaviors. Modeling allows learners to acquire complex cognitive strategies, social skills, and behavioral patterns efficiently without

191. (C) Structuring tasks, providing visual schedules, movement breaks, and seating near teacher
Supporting students with ADHD requires environmental and instructional modifications designed to support executive functioning and attention. Effective strategies include structuring assignments into brief segments, utilizing visual schedules, incorporating scheduled physical movement breaks, and positioning student seating near the teacher to minimize environmental distractions and facilitate prompt behavioral redirection.

192. (A) Both A and R are true and R is the correct explanation of A
Authoritative classroom management promotes student self-regulation and achievement by combining high behavioral standards with warmth, clear rationales, and developmental support. This balanced structure fosters autonomous self-direction and emotional security. Therefore, the assertion is accurate, and the reason provides the exact underlying mechanism explaining why authoritative management yields superior student self-regulation.

193. (B) Individuals have an innate drive toward personal growth and fulfilling their potential.
Humanistic theories of motivation, advanced by Carl Rogers and Abraham Maslow, posit that human beings possess an innate, constructive drive toward personal growth, self-determination, and self-actualization. Humanism emphasizes individual agency, subjective personal experience, holistic self-development, and the pursuit of full human potential within supportive, accepting environments.

194. (D) Generalized Anxiety Disorder
Generalized Anxiety Disorder is characterized by persistent, excessive, and unspecific worry across multiple daily domains, including academic performance, health, and social relationships. Unlike specific phobias or situational test anxiety, generalized anxiety involves widespread, uncontrollable apprehension accompanied by restlessness, fatigue, muscle tension, and disrupted focus in daily activities.

195. (D) I, II, III, and IV
Behavior modification utilizes established operant procedures to reduce misbehavior. Response cost removes earned privileges. Differential reinforcement of other behavior (DRO) rewards periods free of target misbehavior. Time-out removes reinforcement access. Overcorrection requires environmental restoration and practice of appropriate habits. All four techniques represent recognized operant behavior modification procedures.

196. (C) Requiring a student to restore the environment to a condition superior to how it was before
Overcorrection is a behavior modification technique that uses restitutional practice following misbehavior. Restitutional overcorrection requires the individual to restore the disturbed environment to a state significantly better than it was prior to the disruption. This procedure teaches responsibility and deters future misbehavior through active behavioral restitution.

197. (A) Restitutional Overcorrection
Requiring a student who painted graffiti on one wall to clean that wall and paint all surrounding building corridors is an application of restitutional overcorrection. The student must repair the environmental damage and restore the overall setting to a condition superior to its original state, reinforcing environmental responsibility through active restitution.

198. (C) Relatedness
Self-Determination Theory identifies relatedness as one of three basic psychological needs essential for optimal human functioning. Relatedness involves feeling connected to others, experiencing a sense of belongingness, and building caring interpersonal relationships within a social community. Satisfying relatedness in schools enhances student emotional engagement and institutional connectedness.

199. (B) Relatedness
Establishing strong, respectful rapport with students directly satisfies the fundamental need for relatedness in Self-Determination Theory. When educators demonstrate genuine care, empathy, and respect, learners feel valued, safe, and socially connected. Satisfying relatedness fosters socio-emotional security, enhances school belongingness, and increases internal motivation for learning.

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persist, and their resilience when facing academic difficulties.

182. (D) The learner must pay attention to the critical features of the modeled behavior
According to Bandura's observational learning model, attention is the foundational first phase required for observational learning. For modeling to occur, the learner must actively attend to and accurately perceive the critical features of the demonstrated behavior. Without focused attention, mental representations cannot be encoded, preventing subsequent retention and motor reproduction.

183. (B) External, Stable, Uncontrollable
In Weiner's Attribution Framework, task difficulty is categorized as external because the difficulty level originates from the task itself rather than the learner. It is regarded as stable because task difficulty remains constant for all individuals taking that specific evaluation. Furthermore, because individual learners cannot alter task difficulty through immediate agency, it is uncontrollable.

184. (B) External, Unstable, Uncontrollable
In Weiner's Attribution Model, luck is categorized as external because chance factors lie outside the individual's personal agency. It is classified as unstable because luck fluctuates unpredictably across different occasions. Additionally, because individuals exercise no direct agency or personal control over random chance events, luck falls under the uncontrollable dimension.

185. (B) I and II only
Extinction occurs when reinforcement for a target behavior is permanently withheld. An extinction burst—a temporary increase in the frequency or intensity of the misbehavior—often occurs immediately after reinforcement ceases. An extinction burst indicates that the procedure is taking effect, not that it has failed. Therefore, statements I and II are accurate.

186. (B) A temporary increase in the frequency of an undesirable behavior after reinforcement is stopped
An extinction burst is a behavioral phenomenon observed when reinforcement maintaining a behavior is suddenly terminated. Individuals temporarily increase the frequency, duration, or intensity of the undesirable behavior in an attempt to re-establish reinforcement. Understanding extinction bursts helps educators maintain consistent intervention adherence until the misbehavior systematically declines.

187. (B) Extinction Burst
When teacher attention maintaining calling-out behavior is withheld, a temporary increase in shouting intensity occurs before the behavior declines. This temporary surge in behavior following the removal of reinforcement is termed an extinction burst. Maintaining consistent non-reinforcement through the extinction burst results in the ultimate extinction of the disruptive calling-out behavior.

188. (B) Enhancing personal relevance, meaningfulness, and cognitive curiosity
Cultivating intrinsic motivation in academic subjects involves linking abstract concepts to real-world applications and student interests. Utilizing inquiry-based learning, dilemma-based investigations, and authentic connections enhances personal relevance and cognitive curiosity. When learning feels meaningful and engaging, students transition away from passivity toward active cognitive exploration and intrinsic interest.

189. (C) Inducing social comparison, threat to self-worth, and performance-avoidance orientation
Publicly displaying student mark rankings triggers intense social comparison, raising evaluative anxiety and threatening low performers' self-worth. When performance is compared publicly, struggling learners develop performance-avoidance goals to avoid looking incompetent. This public scrutiny diminishes intrinsic task interest, lowers self-efficacy, and fosters helplessness among lower-performing students.

190. (B) Active participation, effort, persistence, attention, and compliance with classroom rules
Behavioral engagement describes observable actions that demonstrate active student participation in educational settings. Indicators include effort expenditure, persistence during difficult tasks, sustained attention, active classroom participation, completing assignments, and compliance with institutional rules. High behavioral engagement strongly correlates with academic performance and reduced dropout rates.

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relying solely on direct personal trial-and-error experience.

173. (B) Secondary / Conditioned Reinforcer
Secondary or conditioned reinforcers are stimuli that acquire reinforcing value through repeated association with primary reinforcers or other established reinforcers. Items such as money, academic grades, star tokens, and social points lack biological utility initially, but become powerful motivators after acquiring reinforcing properties through classical conditioning and systematic behavioral pairings.

174. (D) Food / Water
Primary reinforcers are naturally reinforcing stimuli that satisfy basic biological survival needs without requiring prior learning or conditioning. Essentials such as food, water, warmth, and physical comfort serve as unconditioned primary reinforcers. Their reinforcing effectiveness is rooted in biological drives, distinguishing them from secondary reinforcers like tokens, money, or letter grades.

175. (D) I, II, III, and IV
Foundational psychological concepts are accurately matched with their definitions. The Pygmalion Effect details high expectation performance gains. Learned Helplessness describes passive resignation from uncontrollable failure. The Overjustification Effect explains intrinsic motivation loss due to extrinsic rewards. Locus of Control measures personal control beliefs over events. All four statements correctly pair these terms.

176. (D) Students believe grades depend on luck, teacher bias, or external circumstance, leading to passivity.
Holding an external locus of control negatively affects academic engagement. Students believing that grades depend on uncontrollable external forces—such as luck, exam difficulty, or teacher favoritism—perceive little connection between personal effort and outcomes. Consequently, they display passivity, reduced study effort, lower metacognitive regulation, and higher susceptibility to learned helplessness.

177. (B) Affective lability, intense emotional experiences, and mood volatility
Early adolescence is characterized by significant biological, neurodevelopmental, and hormonal changes that contribute to emotional instability. Teenagers frequently exhibit affective lability, heightened emotional intensity, and rapid mood shifts. These emotional responses stem from pubertal transformations and ongoing maturation of prefrontal neural networks responsible for regulating emotional impulses and social stress.

178. (B) An appropriately scaffolded task that is moderately challenging yet achievable with effort
Building enactive mastery experiences in struggling learners requires providing tasks structured within their Zone of Proximal Development. Appropriately scaffolded tasks present moderate challenge—demanding effort and strategy—while remaining achievable. Successfully completing these manageable tasks provides authentic proof of capability, directly strengthening self-efficacy beliefs and fostering sustained academic persistence.

179. (B) Warm, friendly interpersonal relationships and social acceptance
In McClelland's Achievement Motivation Theory, individuals with a high need for affiliation are motivated by social connectedness. They prioritize establishing and maintaining warm, harmonious interpersonal relationships, seeking peer approval, and avoiding interpersonal conflict. They thrive in collaborative environments that provide socio-emotional inclusion and positive social feedback from peers and leaders.

180. (B) Need for Affiliation (nAff)
Creating a collaborative, supportive workplace culture focused on positive interpersonal relationships aligns directly with satisfying McClelland's Need for Affiliation. Institutional leaders demonstrating high affiliation needs prioritize group harmony, open socio-emotional support, and strong relational trust, fostering a cohesive and supportive institutional climate for staff and students alike.

181. (B) Believing in one's specific capabilities to execute tasks to achieve designated goals
Self-efficacy, formulated by Albert Bandura, refers to an individual's explicit belief in their context-specific capabilities to organize and execute actions necessary to achieve designated performance goals. Unlike global self-esteem, self-efficacy is task-specific, directly determining how much effort individuals exert, how long they

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200. (D) Presenting puzzling paradoxes or phenomena that challenge current student schemas
Creating cognitive conflict or conceptual discrepancy involves presenting puzzling paradoxes that contradict students' existing mental schemas. This instructional technique induces cognitive disequilibrium, sparking natural curiosity and intellectual drive. Learners become intrinsically motivated to resolve the cognitive contradiction, leading to deep conceptual inquiry, active problem-solving, and schema modification across learning contexts.

201. (B) Extinction
In classical conditioning, extinction refers to the gradual weakening and ultimate disappearance of a conditioned response. Extinction occurs when the conditioned stimulus is presented repeatedly without the unconditioned stimulus. Over time, the learned association breaks down, causing the conditioned response, such as learned fear or autonomic arousal, to diminish systematically.

202. (A) The sudden reappearance of an extinguished conditioned response after a rest period
Spontaneous recovery in classical conditioning describes the sudden reappearance of a previously extinguished conditioned response after a rest period without any additional conditioning trials. This phenomenon demonstrates that extinction suppresses rather than erases learned associations, as the conditioned response can briefly re-emerge when exposed to the original conditioned stimulus.

203. (B) Stimulus Generalization
Stimulus generalization occurs when a conditioned response is triggered by stimuli that are similar to the original conditioned stimulus. Transferring fear or anxiety from one specific strict mathematics teacher to all mathematics classroom settings across different schools illustrates stimulus generalization, as the learner responds similarly to related environmental contexts.

204. (D) Stimulus Discrimination
Stimulus discrimination is the learned ability to differentiate between a specific conditioned stimulus and other similar stimuli, responding only to the specific stimulus. When a student exhibits anxiety exclusively in the presence of one specific strict teacher while remaining calm with other teachers, the student demonstrates precise stimulus discrimination.

205. (D) I, II, and III
Bandura's self-efficacy concept is task-specific and context-dependent, distinct from global self-esteem. Higher self-efficacy fosters cognitive effort and task persistence during obstacles. It develops through four primary sources: mastery experiences, vicarious modeling, social persuasion, and managing somatic states. All three statements accurately describe fundamental principles of self-efficacy theory.

206. (B) Social / Verbal Persuasion
Encouraging a struggling student by expressing confidence in their capability based on past work exemplifies social or verbal persuasion. Positive evaluative feedback from a respected teacher strengthens the student's self-beliefs, encouraging effort and persistence. While less robust than direct mastery, effective verbal persuasion enhances temporary self-efficacy and task engagement.

207. (D) It provides authentic evidence of whether an individual has what it takes to succeed.
Enactive mastery experience is the most influential source of self-efficacy because it provides direct, authentic evidence of personal success. Experiencing personal task mastery demonstrates capability, building resilient self-efficacy beliefs. Successes build firm efficacy expectations, whereas failures undermine them, making personal mastery experience the most reliable foundation for self-efficacy development.

208. (B) Shift focus toward criterion-referenced grading, mastery feedback, and growth mindset culture
Academic dishonesty frequently stems from high-stakes competitive pressure, public ranking, and fear of failure. Restructuring evaluation toward criterion-referenced grading, constructive mastery feedback, and a growth mindset culture shifts student focus from outperforming peers to personal competence acquisition, reducing academic anxiety and cheating behaviors while promoting academic integrity.

209. (D) Performance Goals (especially when linked to extreme competitive pressure)
Performance goal orientations, particularly under high competitive pressure, are strongly

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228. (B) Use historical role-play, dilemma-based inquiry, and primary source investigations
Cultivating intrinsic motivation in History requires shifting from passive memorization to active inquiry. Employing historical role-plays, dilemma-based discussions, and primary source investigations sparks cognitive curiosity and active engagement. These methods make historical events meaningful, enabling students to construct conceptual understanding and develop intrinsic task interest.

229. (D) Vulnerability to failure, avoidance of challenging tasks, and fixed mindset development
Praising intelligence attributes achievement to fixed innate ability. According to Carol Dweck, person praise fosters a fixed mindset, making learners vulnerable to failure. When faced with subsequent obstacles, intelligence-praised students conclude they lack fixed ability, leading to task avoidance, heightened anxiety, reduced effort, and reduced task persistence.

230. (A) Growth mindset, preference for challenging tasks, and high resilience
Praising effort, strategy selection, and process highlights controllable factors under student agency. This process-oriented feedback fosters a growth mindset, leading learners to view ability as malleable through practice. Consequently, students develop a preference for challenging tasks, demonstrate academic resilience, and persist longer when encountering learning obstacles.

231. (B) Difficulty distinguishing one's preoccupations from others', leading to imaginary audience belief
Adolescent egocentrism involves difficulty differentiating between one's own internal preoccupations and the thoughts of others. This cognitive bias leads teenagers to assume that everyone around them is equally focused on their physical appearance, conduct, and flaws, giving rise to the imaginary audience belief and heightened self-consciousness in social settings.

232. (A) Intrinsic Motivation
Practicing an activity like playing the violin for hours driven by internal joy, creative satisfaction, and loss of time track exemplifies intrinsic motivation. The activity itself serves as the primary intrinsic reward, sustaining deep cognitive immersion, autonomous engagement, and personal fulfillment without requiring external incentives or performance pressures.

233. (A) Motivation occurring when identified regulations are fully assimilated into self-values
Integrated regulation is the most autonomous form of extrinsic motivation within Self-Determination Theory. It occurs when extrinsic values, utility, and goals are fully assimilated into an individual's self-concept, personal identity, and value system. Actions are performed with complete volition, alignment, and self-endorsement, functioning similarly to intrinsic motivation.

234. (B) Establishing a supportive socio-emotional culture, counseling access, and wellness initiatives
Managing stress effectively across educational institutions requires establishing a supportive socio-emotional culture. Institutional leaders achieve stress reduction by providing access to guidance counseling, implementing wellness programs, encouraging open communication, and offering socio-emotional support. This supportive environment promotes psychological well-being, resilience, and positive institutional climate for staff and students.

235. (A) Self-Esteem
Self-esteem represents an individual's overall cognitive and affective evaluation of their personal worth, dignity, and value as a human being. Unlike task-specific self-efficacy beliefs, self-esteem reflects global feelings of self-respect, self-acceptance, and self-worth, influencing general psychological well-being, emotional health, and confidence across life contexts.

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236. (A) Self-esteem evaluates overall self-worth; Self-efficacy judges capability to execute specific tasks.
Self-esteem and self-efficacy differ in scope and focus. Self-esteem is a global affective evaluation of overall self-worth and personal dignity. Self-efficacy is a context-specific cognitive judgment regarding one's capability to perform explicit tasks or achieve performance targets. A student may exhibit low task-specific self-efficacy in a subject while maintaining high global self-esteem.

237. (A) Applied Behavior Analysis (ABA)
Applied Behavior Analysis is an evidence-based approach focused on understanding

responsibility, strengthening peer relationships, social cohesion, and empathetic understanding across diverse student groups.

219. (B) It causes intense evaluative anxiety, fear of failure, procrastination, and risk of burnout.
Maladaptive perfectionism negatively impacts adolescent mental health by imposing rigid, unrealistic standards tied to self-worth. It generates intense evaluative anxiety, chronic fear of failure, defensive procrastination, and heightened risk of academic burnout, as individuals perceive any minor performance mistake as a catastrophic personal deficiency.

220. (B) Socially Prescribed Perfectionism
Socially prescribed perfectionism involves the belief that significant others—such as parents, teachers, or society—demand flawless performance and hold unrealistically high standards. Individuals experiencing this form of perfectionism feel severe pressure to meet external expectations, resulting in heightened evaluative anxiety, fear of failure, and fear of negative social judgment.

221. (B) Helping the student separate self-worth from flawless achievement and set realistic targets
Supporting students with socially prescribed perfectionism involves helping them separate personal self-worth from academic achievements. Educators and counselors assist by challenging perfectionist beliefs, setting realistic goals, framing errors as natural learning steps, and reducing external evaluative pressure, thereby fostering emotional resilience and healthier self-acceptance.

222. (A) Both A and R are true and R is the correct explanation of A
Process goals focus on specific strategies, effort, and actions within the student's direct agency, reducing performance anxiety and improving skill acquisition. Outcome goals focus on end results that depend partly on external variables. Therefore, the assertion is correct, and the reason provides the direct theoretical explanation for why process goals enhance control and reduce anxiety.

223. (A) Outcome goals focus on end results; Process goals focus on actions needed to achieve mastery.
Outcome goals and process goals differ in focus and agency. Outcome goals focus on final comparative results, such as winning a competition or securing a specific class rank, which are partially uncontrollable. Process goals focus on specific, controllable actions, strategies, and effort required to execute tasks effectively, building competence and self-regulation.

224. (D) "I will score Rank 1 in the annual final examination among all students."
An outcome goal focuses on winning, comparative ranking, or final competitive results relative to others. Striving to achieve Rank 1 in final examinations represents an outcome goal, as performance depends not only on personal effort but also on the relative performance of classmates, making outcome goals less controllable than process goals.

225. (B) I and II only
Cognitive engagement involves deep strategy use, metacognitive planning, critical thinking, and self-monitoring. It increases when learning tasks require analytical processing rather than rote memorization. Superficially sitting quietly reflects behavioral compliance rather than active cognitive processing. Therefore, statements I and II are accurate descriptions of cognitive engagement.

226. (A) A student may sit quietly while completely passive or daydreaming without processing content.
Behavioral compliance, such as sitting quietly, does not guarantee cognitive engagement. A student may maintain passive physical compliance while daydreaming or mentally disengaged from instructional content. Cognitive engagement requires active mental effort, self-monitoring, and critical thinking, which occur internally and cannot be assessed through physical sitting behavior alone.

227. (D) Activities that help control thinking and learning, such as planning and monitoring progress
Metacognitive regulation refers to executive cognitive processes used to direct and control learning activities. It includes planning approach strategies, monitoring comprehension during task execution, evaluating progress, and adapting learning strategies when difficulties occur. Developing metacognitive regulation empowers learners to become self-directed, reflective, and effective independent learners.

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linked to academic dishonesty. When the primary objective is demonstrating superiority or avoiding public failure rather than genuine learning, students perceive cheating as a viable strategy to secure high scores, protect self-worth, and satisfy external performance demands.

210. (B) Propositional Logic / Abstract Reasoning
Propositional logic and abstract reasoning emerge during Piaget's formal operational stage. Adolescents gain the cognitive capability to evaluate the logical validity of abstract statements and verbal propositions without relying on concrete physical objects or visual aids, enabling formal scientific reasoning, hypothesis testing, and advanced mathematical problem-solving.

211. (D) The cognitive ability to develop hypotheses, deduce logical implications, and test solutions
Hypothetical-deductive reasoning is a defining feature of Piaget's formal operational stage. It describes the cognitive capability to generate systematic hypotheses regarding a problem, deduce specific logical consequences, and systematically isolate variables to test solutions, transitioning thought from concrete observations to formal scientific and abstract problem-solving processes.

212. (B) Attributing failure to stable, unchangeable lack of internal ability
Attributing academic failure to a stable, unchangeable lack of internal ability is damaging to academic self-concept. Viewing failure as the result of permanent incompetence leads to learned helplessness, lower self-efficacy, and passive task avoidance, as learners conclude that personal effort cannot alter their performance outcomes.

213. (B) Thinking aloud while working through problems, demonstrating strategy selection and persistence
Effective cognitive modeling involves thinking aloud while working through complex problems. By verbalizing cognitive strategy selection, decision-making, self-monitoring, and persistence through errors, educators make internal thought processes visible. Observers retain these modeled cognitive steps, internalizing problem-solving strategies to guide their independent academic performance.

214. (D) Boredom
In Csikszentmihalyi's Flow Model, experiencing low task challenge combined with high personal skill leads to boredom. When task demands fall below a learner's capabilities, the activity lacks cognitive stimulation, causing interest to decline and producing feelings of disinterest, inattention, and under-arousal during academic task execution.

215. (B) Externalizing Disorder
Conduct Disorder is categorized as an externalizing behavior disorder. Externalizing disorders involve outward-directed disruptive actions that break social norms and infringe upon others' rights. Manifestations include physical aggression, property destruction, deceitfulness, and severe rule violations, requiring structured behavioral support, clear boundaries, and targeted intervention strategies.

216. (A) Persistent patterns of behavior violating basic rights of others or major societal norms
Conduct Disorder is characterized by repetitive, persistent patterns of behavior that violate the basic rights of others or major age-appropriate societal norms. Key behavioral manifestations include physical aggression toward people or animals, property destruction, deceitfulness, theft, and severe rule infractions, significantly impairing academic, personal, and social functioning.

217. (D) Voluntary behavior intended to benefit or help others (e.g., sharing, comforting, cooperating)
Prosocial behavior refers to voluntary actions performed to benefit, help, or care for other individuals or social groups. Examples include sharing resources, comforting distressed peers, assisting classmates with tasks, and cooperative problem-solving. Fostering prosocial behavior enhances classroom social climate, promotes peer empathy, and supports positive socio-emotional development.

218. (B) Cooperative learning structures, service learning, and peer tutoring programs
Encouraging prosocial behavior and empathy involves utilizing collaborative classroom structures. Cooperative learning, service-learning initiatives, and peer tutoring programs provide opportunities for positive social interaction, mutual assistance, perspective-taking, and shared

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and modifying observable human behavior. ABA applies operant conditioning principles, manipulating environmental antecedents and consequences to systematically increase desirable behaviors, reduce disruptive actions, and teach functional alternative skills across educational and clinical environments.

238. (B) An environmental event that occurs immediately before a behavior and triggers it
In Applied Behavior Analysis, an antecedent is an environmental condition, event, or stimulus that occurs immediately prior to a behavior. Antecedents set the occasion for or trigger specific behavioral responses. Identifying antecedents allows educators to modify classroom environments and instructional prompts, preventing misbehavior before it takes place.

239. (A) An environmental event after a behavior that influences the likelihood of it recurring
In Applied Behavior Analysis, a consequence is an environmental event that follows a target behavior. Consequences directly alter the future probability of the behavior recurring. Reinforcing consequences increase target behavior frequency, whereas punishing or non-reinforcing consequences decrease or extinguish future behavior occurrences across settings.

240. (A) Positive Reinforcer
In operant conditioning, a positive reinforcer is any stimulus presented following a behavior that increases the future frequency of that behavior. When teacher attention follows shouting out and results in an increased rate of shouting, that attention functions as a positive reinforcer, reinforcing the disruptive behavior despite the teacher's potential corrective intent.

241. (D) Ignore the shouting out while giving immediate attention when the student raises hand quietly
Extinction involves withholding the specific reinforcer that maintains a target misbehavior. To eliminate shouting out maintained by teacher attention, the teacher systematically ignores shouting while providing immediate positive attention when the student raises their hand quietly. This differential reinforcement procedure extinguishes shouting while strengthening appropriate classroom communication.

242. (B) Withholding reinforcement for misbehavior while reinforcing a desirable alternative behavior
Differential Reinforcement of Alternative Behavior (DRA) involves withholding reinforcement for inappropriate misbehavior while systematically reinforcing a desirable, functional alternative behavior. By reinforcing an acceptable alternative action that fulfills the same function as the misbehavior, DRA reduces disruptive actions while expanding positive behavioral skills in classroom environments.

243. (B) Remaining calm, acknowledging feelings without condoning behavior, and providing firm choices
Managing aggressive behavior effectively requires de-escalation rather than confrontation. Remaining calm, maintaining neutral tone and non-threatening stance, acknowledging feelings without condoning harmful behavior, and offering firm structured choices prevents power struggles. This approach lowers emotional arousal, maintains classroom safety, and guides the student back toward self-regulation.

244. (B) External Locus of Control
An external locus of control describes the belief that life events, achievements, or failures are determined primarily by external forces beyond personal agency—such as luck, fate, task difficulty, or powerful figures. Individuals with an external locus perceive limited connection between personal effort and outcomes, often displaying reduced academic persistence and higher passivity.

245. (D) I, II, and III
Sociometry provides quantitative methods for mapping social structures and peer choices within groups. Sociometric surveys ask group members to nominate liked or disliked peers, generating data represented in sociograms. Identifying isolated, rejected, or bullied students allows educators to implement targeted socio-emotional and peer integration interventions. All three statements accurately describe sociometric methodologies.

246. (B) A visual diagram representing social choices, friendships, and rejections within a group
A sociogram is a visual diagram that maps interpersonal relationships, social choices, friendships, and rejections within a group. By illustrating social networks, sociograms identify

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central popular individuals, tight-knit peer cliques, and socially isolated or rejected members, enabling educators to design structured social interventions and improve classroom climate.

247. (A) Rejected Student
In sociometric classifications, a student who receives many negative nominations and few or zero positive nominations is categorized as rejected. Sociometrically rejected students often experience peer conflict, social exclusion, and emotional distress, placing them at risk for academic disengagement and requiring targeted social skills training and peer support structures.

248. (B) Implement cooperative learning, anti-bullying programs, peer-buddies, and social-skills coaching
Addressing high rejection, absenteeism, and anxiety requires comprehensive, inclusive institutional interventions. Implementing cooperative learning structures, anti-bullying initiatives, peer-buddy support systems, and explicit social-skills coaching fosters socio-emotional inclusion, reduces peer rejection, improves school climate, and restores student engagement and academic progress across grade levels.

249. (B) Neglected students receive few choices overall; Rejected students receive many negative choices.
Sociometric categories distinguish neglected from rejected students based on nomination patterns. Neglected students receive few choices of any kind, remaining socially unmentioned and unnoticed by peers. Rejected students explicitly receive high numbers of negative nominations, indicating active peer dislike, higher social conflict, and greater vulnerability to emotional distress.

250. (C) Controversial Students
Controversial students are defined in sociometry as individuals who receive a high number of both positive and negative nominations from peers. They are noticed by classmates, exhibiting high social visibility and status within specific subgroups, but generate mixed social reactions due to aggressive, dominant, or polarizing social conduct.

251. (B) Having high status in a subgroup while engaging in actions that make them disliked by others
Controversial students possess high social visibility and status within specific peer subgroups while simultaneously displaying behaviors that generate peer dislike among others. Their mixed sociometric profile stems from combining prosocial leadership traits with dominant, aggressive, or rule-breaking behaviors, creating distinct positive and negative peer reactions across the classroom community.

252. (A) Both A and R are true and R is the correct explanation of A
Teacher expectations can create self-fulfilling prophecies that significantly shape student outcomes. Teachers subtly modify non-verbal warmth, cognitive feedback, questioning difficulty, and response opportunities based on expectations. Thus, the assertion is correct, and the reason accurately explains the mediating instructional behaviors through which teacher expectations influence student achievement.

253. (A) Climate, Input, Output Opportunity, and Feedback
Robert Rosenthal identified four primary mediating mechanisms through which teacher expectations influence student performance: Climate (socio-emotional warmth), Input (quality and difficulty of material taught), Output Opportunity (frequency and time given to respond), and Feedback (constructive evaluative praise or critique). These behaviors communicate expectations, shaping student achievement.

254. (A) Teachers give high-expectation students more opportunities to respond and solve problems in class.
Output opportunity in Rosenthal's expectation model refers to instructional behaviors where teachers provide high-expectation students with more opportunities to respond, ask questions, and solve challenging problems. Teachers call on them more frequently, wait longer for their answers, and encourage active performance, directly boosting their academic engagement and skill development.

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255. (B) The warmer socio-emotional atmosphere created by teachers for high-expectation students
Climate in Rosenthal's teacher expectation model refers to the warmer socio-emotional atmosphere educators create for high-expectation students. Teachers communicate warmth through non-verbal cues—such as smiling, maintaining eye contact, leaning forward, and supportive tone of voice—creating a psychologically safe environment that encourages student confidence and active participation.

256. (B) A belief or expectation that brings about behaviors causing the expectation to come true
A self-fulfilling prophecy occurs when an initially false expectation or belief leads to behavioral changes that cause the expectation to become reality. In education, when a teacher expects high or low performance, subtle changes in teaching behaviors alter student motivation and effort, ultimately producing outcomes that confirm the original expectation.

257. (B) Maintaining high standards for ALL students and focusing on growth and progress tracking
Preventing negative expectation effects (Golem Effect) requires holding high learning standards for all students and tracking individual growth and progress. Focusing on mastery criteria, providing equitable response opportunities, offering constructive feedback, and avoiding permanent ability labels ensures that all learners receive instructional support that fosters academic development.

258. (A) Cognition about cognition, or thinking about thinking
Metacognition is defined as cognition about cognition, or thinking about thinking. It encompasses an individual's knowledge regarding their own cognitive processes alongside the active monitoring, regulation, and adaptation of those processes during learning. Developing metacognition enables learners to plan, monitor comprehension, select strategies, and evaluate learning effectiveness independently.

259. (D) Self-questioning while reading to check comprehension and adjusting speed when confusing
Self-questioning while reading represents an effective metacognitive strategy. By stopping to check comprehension, generating questions, and adjusting reading speed when encountering difficult passages, learners monitor and regulate their cognitive processing in real time. This active comprehension monitoring fosters deeper cognitive processing, effective strategy selection, and improved conceptual understanding.

260. (B) Constructivism
Constructivism is a learning perspective asserting that learners actively construct mental representations of knowledge based on personal experiences, cognitive reflection, and social interactions. Rather than passively receiving information from instructors, constructivist learners integrate new information into existing cognitive structures, building personalized, meaningful conceptual understanding across diverse learning environments.

261. (A) Piaget emphasizes individual schema construction; Vygotsky emphasizes socio-cultural mediation.
Cognitive Constructivism (Piaget) and Social Constructivism (Vygotsky) differ in their focus. Piaget emphasized individual cognitive development through assimilation, accommodation, and personal schema construction during environment exploration. Vygotsky emphasized socio-cultural mediation, asserting that learning occurs first on a social plane through language and collaborative interaction before being internalized into individual thought.

262. (B) Language is the primary cultural tool that mediates cognitive development and self-regulation.
In Vygotsky's Social Constructivism, language serves as the primary cultural tool mediating cognitive development and self-regulation. Language enables social interaction, thought structuring, and concept development. Through social communication, shared cultural meanings are transmitted, transforming shared activities into internalized cognitive operations and guiding executive problem-solving processes.

263. (B) Self-directed spoken language used by learners to guide and regulate their thinking and behavior
Private speech in Vygotsky's developmental framework refers to self-directed spoken language used by learners to guide, regulate, and direct their thinking and problem-solving actions. Common in developing individuals encountering

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perceptions about themselves across physical, social, and academic domains. Formed through personal experiences, environmental feedback, and social comparisons with peers, self-concept represents a broad cognitive framework of one's identity, attributes, and capabilities.

300. (B) Integrating guidance services, SEL programs, peer mentoring, and open communication
Supporting adolescent socio-emotional development and mental health requires a comprehensive institutional approach. School leaders promote well-being by integrating professional guidance services, social-emotional learning programs, structured peer mentoring, and open communication channels. This holistic strategy creates a safe, inclusive, and supportive school climate that enhances resilience, emotional health, and academic success for all students.

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Content (what students learn or access), Process (activities and strategies through which students make sense of concepts), and Product (how students demonstrate and extend their knowledge). Proactively differentiating along these dimensions addresses student readiness and learning styles effectively.

273. (B) Varying learning activities and scaffolding levels used by students to make sense of ideas
Differentiating process involves varying the learning activities, instructional strategies, and scaffolding levels used to help students make sense of new concepts. Educators offer tiered tasks, varied learning speeds, and interactive strategies tailored to individual readiness levels, ensuring that all learners engage in meaningful cognitive processing matched to their learning needs.

274. (A) Allowing varied ways to demonstrate mastery (e.g., report, oral presentation, project)
Differentiating product means providing flexible options for students to demonstrate their acquired knowledge and skill mastery. Rather than relying on a single uniform exam, teachers permit varied demonstration formats—such as written reports, oral presentations, or practical projects—allowing learners to express understanding through formats aligned with their strengths.

275. (B) A framework to optimize teaching by providing multiple means of learning support
Universal Design for Learning is an educational framework aimed at optimizing teaching and learning for all individuals by providing flexible instructional goals, methods, materials, and assessments. Grounded in neurodevelopmental research, UDL addresses diverse learning needs by building multiple means of representation, action, expression, and engagement directly into curriculum design.

276. (B) The "WHAT" of learning (presenting information and concepts in varied sensory formats)
In Universal Design for Learning, providing multiple means of representation addresses the "WHAT" of learning. It involves presenting instructional information and concepts through varied sensory formats, such as visual displays, auditory materials, diagrams, and digital media, ensuring that all learners can access, process, and comprehend core curriculum content effectively regardless of perceptual differences.

277. (B) The "HOW" of learning (giving learners flexible options to demonstrate what they know)
In Universal Design for Learning, providing multiple means of action and expression addresses the "HOW" of learning. It offers learners flexible ways to navigate learning environments and demonstrate acquired knowledge, incorporating options for physical action, expressive modes, communication tools, and strategic planning support to accommodate diverse learner capabilities.

278. (A) The "WHY" of learning (tapping into interests, offering challenges, and fostering motivation)
In Universal Design for Learning, providing multiple means of engagement addresses the "WHY" of learning. It focuses on sparking student interest, offering appropriate challenge levels, supporting autonomy, and fostering sustained motivation and emotional engagement, ensuring that learners stay focused, resilient, and self-directed throughout learning tasks.

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279. (D) Minimizing public attention for misbehavior while rewarding prosocial contributions
Managing chronic disruptions seeking peer attention requires withholding the maintaining reinforcer—public audience attention. Minimizing public attention during misbehavior while consistently reinforcing appropriate prosocial contributions reduces disruptive actions. This function-based approach extinguishes attention-seeking disruptions while teaching appropriate classroom behaviors through positive reinforcement.

280. (B) Teaching an acceptable communication response that serves the same behavioral function
Functional Communication Training is an evidence-based behavior intervention that identifies the underlying function of a problem behavior and teaches a socially acceptable communication alternative that serves the exact same function. Replacing disruptive actions with appropriate communication, such as requesting assistance, reduces challenging behaviors while expanding effective self-advocacy skills.

and adjust their learning strategies accordingly during a learning activity?
(A) Behavioral conditioning
(B) Metacognition
(C) Vicarious reinforcement
(D) Rote internalization

22. Consider the following pairs matching the level of feedback with its core focus:
I. Feed Up — Where am I going? (Learning goals)
II. Feed Back — How am I going? (Current progress relative to goal)
III. Feed Forward — Where to next? (Next steps for continuous improvement)
Which of the pairs given above are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

23. A Head of School reviewing teacher assessment plans notices that a Science teacher tests students exclusively using recall-based true/false questions at the end of every topic. Which reform should the Head of School recommend to align with Assessment for Learning?
(A) Increase the total volume of true/false question items from 10 to 50 on every weekly topic test
(B) Discontinue science testing entirely and evaluate student academic progress based solely on daily class attendance
(C) Use open-ended inquiry tasks, concept maps, and formative feedback loops during instruction
(D) Send numerical test scores directly to parents via email without providing diagnostic feedback to students

24. What is the primary operational advantage of using a "Single-Point Rubric" over a traditional multi-level Analytic Rubric in classroom assessment?
(A) It completely eliminates the administrative requirement for establishing explicit target criteria, descriptors, or achievement standards
(B) It describes target proficiency criteria only, leaving open space for individualized feedback on growth areas and strengths
(C) It automatically calculates final term percentage marks through digital software without requiring subjective teacher professional judgment
(D) It ranks individual classroom students directly against one another using a standardized normal bell curve distribution model

25. Which of the following is a key feature of a reflective student portfolio entry?
(A) A student's reflection on why work was chosen, challenges faced, and how learning improved
(B) A printed photocopy of a reference diagram inserted without any student annotations or commentary
(C) A classroom teacher's official administrative signature recorded in a daily attendance register
(D) A computer-generated diagnostic score report sheet obtained from a national standardized examination

26. When aligning learning objectives with assessment tasks according to Revised Bloom's Taxonomy, an assessment asking students to "Design an original experiment to test water quality" measures learning at which cognitive level?
(A) Analyzing
(B) Applying
(C) Understanding
(D) Creating

27. Under Competency-Based Education (CBE), assessment instruments must be constructed to measure:
(A) The total number of instructional hours students spend physically sitting in classroom lectures during an academic session
(B) The speed of physical handwriting and total length of written text produced in traditional timed examinations
(C) Demonstrated mastery of learning outcomes, practical skills, and real-world applications
(D) The overall quantity of factual information memorized verbatim directly from prescribed learning materials

28. A Mathematics teacher conducts a diagnostic test on algebraic fractions and discovers that 65% of students consistently make the error: $\left(\frac{a}{b}\right)+\left(\frac{c}{d}\right)=\frac{a+c}{b+d}$. As a Head of School, what pedagogical action should you expect the teacher to take next?

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290. (B) A student's belief in their capability to execute courses of action to achieve goals
In Educational Psychology, self-efficacy measures an individual's context-specific belief in their capability to organize and execute actions necessary to accomplish defined performance goals. Formulated by Albert Bandura, self-efficacy directly shapes goal selection, effort expenditure, cognitive strategy choice, and task persistence when facing academic challenges.

291. (A) Enactive Mastery Experience
Recalling past success on a similar task utilizes enactive mastery experience to build self-efficacy. Enactive mastery relies on authentic evidence of past personal success. Reminding a learner of past mastery demonstrates capability, reinforcing self-efficacy beliefs and encouraging the student to apply effort and strategies to overcome current academic challenges.

292. (B) Vicarious Experience / Modeling
Observing a classmate of similar ability successfully solve a complex problem represents a vicarious modeling experience. Seeing a relatable peer accomplish a task provides comparative information, leading the observer to believe that they possess similar capabilities to succeed. Vicarious modeling serves as a key source of self-efficacy enhancement in classroom group settings.

293. (A) High anxiety is interpreted as incompetence or failure, lowering self-efficacy beliefs.
Physiological and affective states serve as cues for self-efficacy appraisals. Learners interpret high physiological arousal, such as rapid heartbeat or test anxiety, as signs of vulnerability, unpreparedness, or incompetence, which lowers self-efficacy beliefs. Conversely, calm and relaxed somatic states foster confidence, enhancing self-efficacy expectations during academic performance tasks.

294. (B) Teach anxiety-management techniques and create a supportive testing environment
Managing physiological arousal to enhance student self-efficacy involves teaching explicit anxiety-management techniques, such as deep breathing, progressive muscle relaxation, and cognitive restructuring. Concurrently, educators establish supportive, low-threat testing environments. Regulating physiological distress helps students interpret bodily arousal constructively, protecting self-efficacy and restoring working memory function.

295. (B) "Let me show you where the errors occurred so we can try a different strategy next time."
Fostering a growth mindset after failure requires attributional feedback that connects outcomes to controllable effort and strategy choice. Pointing out specific errors and suggesting alternative strategies demonstrates that capability is improvable through modified practice. This constructive process-oriented feedback builds academic resilience, encourages persistence, and maintains self-efficacy following academic setbacks.

296. (B) Learning that occurs by observing the actions and consequences of those actions on others
Vicarious learning, central to Social Learning Theory, describes learning acquired by observing the actions of others and the resulting consequences. By watching models experience rewards or punishments, observers learn appropriate strategies and behaviors without performing the actions directly or experiencing direct consequences, expanding cognitive and behavioral repertoires efficiently.

297. (A) Their grades are determined by personal effort, choices, and study habits
In Julian Rotter's framework, individuals with a high internal locus of control believe that academic outcomes result directly from their own agency, effort, study strategies, and preparation choices. Consequently, they take personal responsibility for academic failure and success, displaying high task persistence, proactive study habits, and effective self-regulated learning.

298. (B) Academic success depends primarily on luck, task difficulty, or teacher favoritism
In Julian Rotter's framework, individuals with a high external locus of control believe that academic achievements are determined primarily by external, uncontrollable forces such as luck, task difficulty, or teacher bias. Believing personal agency has minimal impact, they exert less study effort, demonstrate lower task persistence, and are more susceptible to learned helplessness.

299. (B) An individual's overall cognitive schema and knowledge about themselves
Self-concept refers to an individual's overall cognitive schema, knowledge, and generalized

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281. (A) Personal Fable
The personal fable is an adolescent cognitive distortion characterized by beliefs in complete uniqueness, special destiny, and personal invulnerability. Teenagers exhibiting this mindset assume that their personal feelings and experiences are completely unique and that negative outcomes will happen only to others, contributing to heightened risk-taking behaviors and subjective feelings of invulnerability.

282. (A) Both A and R are true and R is the correct explanation of A
Peer tutoring provides academic and socio-emotional benefits for both tutors and tutees. Teaching concepts requires tutors to organize, clarify, and restructure their own cognitive schemas, deepening conceptual understanding. Thus, the assertion is correct, and the reason accurately explains why acting as a peer tutor strengthens internal cognitive structures and subject mastery.

283. (A) Intrinsic Motivation
Intrinsic motivation describes an internal drive to engage in an activity for the inherent pleasure, interest, and satisfaction derived from the activity itself. When intrinsically motivated, individuals participate autonomously without needing external rewards or pressures, experiencing deep cognitive absorption and personal fulfillment directly through task engagement.

284. (B) Introducing a large expected tangible reward contingent merely on task completion
Offering large, expected tangible rewards contingent merely on task completion shifts an individual's perceived locus of causality from internal interest to external reward seeking. Known as the overjustification effect, introducing expected external rewards for an activity previously enjoyed intrinsically undermines pre-existing intrinsic motivation, reducing spontaneous task engagement when rewards cease.

285. (D) I, II, and III
Goal orientation framework categorizes academic goals clearly. Mastery-approach focuses on acquiring competence and personal growth. Performance-approach focuses on demonstrating high ability and outperforming peers publicly. Performance-avoidance focuses on avoiding appearing incompetent or inferior relative to others. All three descriptions accurately define these distinct academic goal orientations.

286. (A) Mastery-Approach Orientation
A mastery-approach goal orientation is consistently associated with deep learning strategies, active self-regulation, high persistence, and long-term academic success. Learners with this orientation view intelligence as improvable through effort, embrace challenging tasks, monitor comprehension, and treat errors as informative diagnostic feedback, resulting in robust academic resilience.

287. (B) Performance-Approach Goal
Striving to achieve higher marks than peers regardless of conceptual understanding exemplifies a performance-approach goal orientation. The primary objective is demonstrating normative superiority, gaining public recognition, and outperforming others. While performance-approach goals can drive short-term achievement, they prioritize relative grades over deep learning and long-term conceptual mastery.

288. (B) Interactive questioning, think-pair-share, problem-based learning, and application projects
Maximizing classroom engagement requires active learning methodologies that involve students in higher-order thinking. Techniques like interactive questioning, think-pair-share discussions, problem-based learning, and application projects require learners to analyze, synthesize, and discuss content actively. These interactive strategies heighten cognitive and behavioral engagement, turning passive instruction into active learning experiences.

289. (B) Students actively analyzing, synthesizing, evaluating, and discussing course content
Active learning involves instructional approaches where students actively participate in constructing knowledge through higher-order cognitive processing. Rather than passively receiving information, active learners analyze, synthesize, evaluate, discuss, and apply course concepts. This active engagement enhances comprehension, develops critical thinking skills, and promotes long-term memory retention across learning settings.

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CHAPTER 09

Assessment for Learning

1. Which of the following best defines "Assessment for Learning" (AfL) in a contemporary pedagogical context?
(A) A periodic, formal measurement conducted at the end of an instructional unit to assign grades and certificates
(B) An ongoing process of gathering, interpreting, and using evidence about student learning to adapt teaching to meet learning needs
(C) A standardized method used by educational boards to benchmark school performance against national standards
(D) A psychological testing procedure used exclusively to diagnose learning disabilities and clinical cognitive deficits

2. Which of the following is a fundamental principle of Assessment for Learning?
(A) It should focus primarily on summatively ranking students to promote competitive academic drive
(B) It should be treated as an isolated administrative task performed outside classroom instructional time
(C) It should rely exclusively on quantitative, standardized paper-pencil tests to maintain objectivity
(D) It should be recognized as central to classroom practice and as a key professional skill for teachers

3. In the context of classroom evaluation, how does "Assessment as Learning" differ structurally from "Assessment for Learning"?
(A) Assessment as Learning focuses on external certification, whereas Assessment for Learning focuses on internal grading
(B) Assessment as Learning is conducted strictly by school principals, whereas Assessment for Learning is conducted by subject teachers
(C) Assessment as Learning emphasizes student metacognition and self-regulation, positioning the learner as the critical connector between assessment and learning
(D) Assessment as Learning occurs prior to instruction as a diagnostic tool, whereas Assessment for Learning occurs exclusively post-instruction

4. A teacher uses an "Exit Ticket" strategy at the conclusion of a physics lesson where students write down one major concept they understood and one question that remains unanswered. This practice primarily exemplifies:
(A) Summative Assessment of Learning
(B) Norm-Referenced Evaluative Testing
(C) Diagnostic Psychological Screening
(D) Formative Assessment for Learning

5. Consider the following statements regarding the characteristics of Formative Assessment:
I. It is process-oriented and integrated directly with daily classroom instruction.
II. Its primary administrative purpose is to publish final terminal report cards and award merit ranks.
III. It provides actionable, timely feedback to both teachers and students during the learning sequence.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

6. Increasing "Wait Time 1" (the pause after asking a question) and "Wait Time 2" (the pause after a student responds) in classroom questioning techniques leads to which pedagogical outcome?
(A) Decrease in the average cognitive level of student responses
(B) Increase in speculative, thoughtful, and higher-order student responses
(C) Increase in teacher-dominated talk time during classroom interaction
(D) Reduction in the number of students willing to participate in classroom discourse

7. What is the main distinction between an "Analytic Rubric" and a "Holistic Rubric"?
(A) An analytic rubric is restricted to terminal board examinations, whereas a holistic

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complex tasks, private speech serves an essential self-regulatory cognitive function, assisting learners in organizing thoughts and executing difficult problem steps.

264. (D) It becomes internalized as 'Inner Speech' (silent verbal thought processes).
As individuals mature into late adolescence and adulthood, overt private speech undergoes internalization, transforming into silent inner speech. Inner speech serves as the primary tool for self-reflection, metacognitive planning, problem-solving, and emotional regulation, allowing individuals to direct cognitive processes covertly without external verbalization during complex learning activities.

265. (B) I and II only
The Zone of Proximal Development represents the distance between independent performance and guided achievement with expert support. Instructional scaffolding is applied within the ZPD to facilitate learning. ZPD is dynamic and varies across individuals based on prior knowledge and development. Thus, statements I and II are correct, whereas statement III is incorrect.

266. (D) Formative Assessment (Assessment FOR Learning)
Formative assessment, or assessment for learning, provides continuous, diagnostic, and actionable feedback during the learning process. Its primary goal is monitoring comprehension, identifying learning gaps, and informing instructional adjustments. By providing ongoing, non-punitive feedback without high-stakes evaluative threat, formative assessment supports student self-efficacy, self-regulation, and conceptual mastery.

267. (D) Assessment OF Learning (Summative Assessment)
High-stakes end-of-year board examinations represent assessment of learning, or summative assessment. Administered at the conclusion of an instructional period, summative evaluations measure accumulated learning, assign grades, and certify overall achievement relative to established standards, serving administrative and selection functions rather than providing immediate formative feedback for ongoing learning.

268. (B) Reduced evaluative threat, enhanced perceived competence, and lower test anxiety
Replacing high-stakes evaluative pressure with regular, low-stakes practice quizzes and descriptive feedback reduces evaluative threat. Practice testing builds familiarity, improves retrieval practice, and enhances perceived competence. Consequently, students experience lower test anxiety, improved academic self-efficacy, and greater intrinsic task focus, fostering a growth-oriented psychological climate during exam preparation.

269. (B) Students reflecting on and evaluating their work and progress against established criteria
Self-assessment in student-centered learning involves learners reflecting upon, evaluating, and judging their own work and progress against established criteria or rubrics. Engaging in self-assessment develops metacognitive awareness, enhances self-regulation, promotes agency over learning outcomes, and helps students identify specific learning gaps and steps required for skill mastery.

270. (B) It develops metacognition, self-regulation, evaluative judgment, and ownership of learning.
Involving students in self-assessment and peer-assessment processes yields significant metacognitive benefits. Learners develop evaluative judgment, critical reflection, and self-regulation skills as they analyze work quality against objective standards. This active involvement promotes agency, shifts responsibility for learning inward, and fosters deep conceptual understanding across diverse subject domains.

271. (B) Differentiated Instruction (tailoring content, process, or products based on readiness)
Differentiated instruction is an effective pedagogical approach for managing classrooms with diverse academic abilities. It involves proactively adapting content, learning processes, or products based on student readiness, learning profiles, and interests. Differentiating instruction ensures that all learners encounter appropriate challenge levels and instructional scaffolding, optimizing learning growth across diverse student groups.

272. (A) Content, Process, and Product
Differentiated instruction organizes instructional adaptations across three core dimensions:

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on the accuracy and correctness of specific responses
(B) Process level feedback addressing underlying cognitive strategies needed to perform the assigned task
(C) Self-regulation level feedback encouraging deep self-monitoring, reflection, and student autonomy
(D) Self level feedback (Personal praise or criticism of the individual learner)

14. Which type of rubric provides specific scoring descriptors for each criterion separately, allowing teachers and students to pinpoint exact strengths and weaknesses across different dimensions of a task?
(A) Single-Point Rubric
(B) Holistic Rubric
(C) Checklist Rubric
(D) Analytic Rubric

15. A student portfolio designed specifically to demonstrate a student's progress, growth, and reflection over a full academic year is best classified as a:
(A) Process/Growth Portfolio
(B) Showcase Portfolio
(C) Evaluation/Summative Portfolio
(D) Employment/Credential Portfolio

16. In instructional design, the concept of "Constructive Alignment" asserts that learning is maximized when there is systematic alignment between:
(A) School annual budget planning, teacher salary structures, and institutional infrastructure grants
(B) Learning outcomes, instructional activities, and assessment tasks
(C) Prescribed learning materials, examination question patterns, and daily homework schedules
(D) Co-curricular activities, daily attendance records, and periodic parent-teacher meetings

17. Competency-Based Assessment shifts the primary focus of student evaluation away from:
(A) The practical application of learned knowledge in diverse, real-life, unfamiliar contexts
(B) Fostering critical thinking, open-ended inquiry, and higher-order cognitive skills
(C) Rote memorization and mechanical reproduction of content
(D) Comprehensive criterion-referenced performance standards across academic learning domains

18. Consider the following assessment strategies:
I. Exit Slips collected at the end of a daily lesson
II. Annual standardized terminal examination
III. Mid-term diagnostic error analysis test
IV. Peer feedback on a preliminary draft project
Which of the above are primary examples of Formative/Diagnostic Assessment strategies?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II and IV only

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19. Diagnostic assessment in classroom practice differs from baseline placement assessment primarily because diagnostic assessment:
(A) Is conducted exclusively at the conclusion of an academic program to issue final graduation certificates
(B) Ranks individual students against broad national peer norms to calculate comparative percentile scores
(C) Identifies root causes of persistent learning difficulties and misconceptions
(D) Is utilized solely to assign official letter grades for terminal administrative report cards

20. How does formative assessment facilitate "Differentiated Instruction" in a heterogeneous classroom?
(A) By standardizing daily instruction so that every student completes identical homework assignments regardless of individual readiness
(B) By permanently grouping high-performing students together while providing minimal differentiated support to low-performing students
(C) By replacing qualitative descriptive feedback with uniform multiple-choice examinations administered at the end of the term
(D) By using real-time data on student readiness and learning profiles to adapt instruction and task design

21. Which term describes the process where students systematically reflect on their own thought processes, monitor their comprehension,

rubric is applied exclusively across primary level classes
(B) An analytic rubric yields descriptive qualitative feedback only, whereas a holistic rubric produces standardized percentile rankings
(C) An analytic rubric evaluates performance across distinct criteria, while a holistic rubric provides one overall integrated score
(D) An analytic rubric is co-designed by parent-teacher committees, whereas a holistic rubric is prescribed strictly by education boards

8. A Vice-Principal observes a Secondary English class where the teacher provides written feedback on student essays consisting only of marks like "7/10" and comments such as "Good effort" or "Needs improvement." To align the school's assessment policy with effective Assessment for Learning principles, what guidance should the Vice-Principal give the teacher?
(A) Advise the teacher to provide descriptive feedback explaining strengths, areas for growth, and actionable steps to improve learning
(B) Direct the teacher to eliminate numerical marks completely and utilize standard letter grades from A to E without providing any descriptive comments
(C) Ask the teacher to publish student ranks openly on classroom noticeboards based on raw test scores to encourage competitive academic drive
(D) Instruct the teacher to cease providing feedback on formative essay drafts and assess student learning solely through final examination papers

9. Which of the following questioning strategies is most effective for promoting higher-order thinking during a formative classroom discussion?
(A) Recitation questions that evaluate basic recall of specific factual statements and definitions verbatim
(B) Closed-ended convergent questions that expect short factual responses or simple single-word answers
(C) Open-ended divergent questions that require students to explain, justify, or evaluate core concepts
(D) Rapid-fire questioning directed exclusively toward top-performing students to cover the curriculum content quickly

10. In the context of peer assessment implementation in schools, what is the primary prerequisite to ensure valid and constructive peer feedback among students?
(A) Training students on clear assessment criteria and setting ground rules for constructive critique
(B) Assigning peer evaluation responsibility exclusively to top-performing academic students in the classroom
(C) Ensuring peer scores are directly recorded into terminal report card registers without any teacher verification
(D) Making peer evaluation completely anonymous and entirely unmonitored by the subject classroom teacher

11. Self-assessment contributes directly to "Assessment as Learning" primarily because it fosters:
(A) External motivation driven primarily by concrete parental rewards and teacher praise
(B) Passive rote memorization of standard answer keys and model solutions provided by teachers
(C) Unhealthy competitive academic rivalry and peer comparison among classroom students
(D) Metacognition, self-monitoring, and setting personal learning goals

12. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative assessment strategies must be integrated into daily lesson planning rather than treated as periodic isolated testing events.
Reason (R): Continuous formative feedback allows teachers to adjust instructional strategies in real-time to address student misconceptions before summative evaluation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. In the context of effective feedback, which level of feedback is LEAST effective for deep learning and long-term achievement?
(A) Task level feedback focusing specifically

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(A) Deduct marks in final examinations for all students who made the calculation error without addressing the issue in class
(B) Conduct targeted remedial instruction addressing common denominator misconceptions before proceeding
(C) Skip the topic of algebraic fractions entirely and move directly to geometry in order to cover the curriculum topics on time
(D) Send written notices to parents stating that these students lack the cognitive ability to study secondary mathematics

29. Which strategy is most effective when implementing peer assessment in a middle school classroom to minimize personal bias and subjective marking among students?
(A) Allowing individual students to freely select their close personal friends as peer evaluators for assignments
(B) Asking students to assign final letter grades that directly determine official terminal report card results
(C) Providing objective rubrics and conducting practice calibration sessions using exemplar work
(D) Strictly forbidding students from discussing rubric criteria or asking questions during the peer review process

30. Which of the following statements represents an INCORRECT practice regarding classroom questioning for formative assessment?
(A) Directing questions exclusively to hand-raising high achievers to keep classroom tempo fast
(B) Asking questions that invite multiple plausible answers and encourage student reasoning
(C) Using "Cold Calling" combined with adequate wait time to engage all students equitably
(D) Asking follow-up probing questions like "What makes you say that?" to reveal student thinking

31. What is the main purpose of "Baseline Assessment" conducted at the beginning of an academic term?
(A) To assign final official grades and determine eligibility for student academic promotion at year-end
(B) To compare overall institutional academic performance rankings across different regional educational districts
(C) To identify prior knowledge, entry skills, and misconceptions for instructional planning
(D) To penalize and record disciplinary notes for students who failed to complete holiday study assignments

32. In an inclusive classroom containing Children with Special Needs (CWSN), how should Assessment for Learning be adapted?
(A) Children with Special Needs should be completely exempted from participating in all classroom instructional assessments
(B) Assessments should offer accommodations in format, timing, response modes, and assistive technology based on needs
(C) Children with Special Needs should be administered identical un-adapted written tests as all peers to enforce strict uniformity
(D) Instructional assessments for Children with Special Needs should be restricted strictly to non-academic physical activities

33. The "3-2-1 Summary" strategy (e.g., 3 things learned, 2 interesting facts, 1 question remaining) is primarily used for:
(A) Establishing summative benchmark standards for terminal board examinations
(B) Formative reflection and checking understanding
(C) Ranking individual students on norm-referenced administrative merit lists
(D) Calculating psychometric item difficulty and discrimination coefficients

34. Which of the following best captures the essence of "Criterion-Referenced Assessment"?
(A) Evaluating an individual student's performance relative to the average achievement of a representative peer group
(B) Evaluating a student's standardized intelligence quotient score against age-based statistical standard deviations
(C) Evaluating individual student classroom behavior based strictly on administrative school conduct regulations
(D) Evaluating student performance against defined, predetermined learning standards

35. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Effective feedback in Assessment for Learning should be descriptive rather than

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80. In formative assessment, what is the pedagogical purpose of "Distractor Analysis" in multiple-choice questions?
(A) To identify chosen wrong options to uncover underlying student misconceptions
(B) To make test questions as tricky as possible so that no student can achieve a full score
(C) To ensure that all four option choices are completely identical in meaning and length
(D) To systematically eliminate all incorrect option choices from future examination papers

81. Which of the following is a core element of "Assessment AS Learning"?
(A) Conducting formal external administrative audits of school academic standards annually
(B) Awarding end-of-year medals and certificates during official annual day celebrations
(C) Students setting learning goals, monitoring understanding, and reflecting on learning
(D) Preparing standardized student mark sheets for submission to government archives

82. Which level of Bloom's Revised Taxonomy is engaged when students are asked to "Compare and contrast the economic policies of two different regimes"?
(A) Remembering
(B) Understanding
(C) Analyzing
(D) Creating

83. What is the fundamental difference between "Formative Assessment" and "Summative Assessment"?
(A) Formative is conducted by external education boards; Summative is conducted by class teachers
(B) Formative informs ongoing learning; Summative evaluates cumulative learning at unit end
(C) Formative utilizes paper-pencil tests exclusively; Summative relies on oral interviews only
(D) Formative assessment is mandatory under national law; Summative is entirely optional

84. Which of the following is an effective formative feedback technique to reduce student anxiety and promote a growth mindset?
(A) Assigning prominent red marks and low letter grades to early rough draft submissions
(B) Announcing student test scores aloud in descending order during morning school assembly
(C) Publicly comparing low-performing students with their high-performing older siblings
(D) Providing grade-free descriptive feedback on drafts before final grading

85. Consider the following practices in classroom assessment:
I. Sharing target learning outcomes and success criteria with students at the start of a lesson
II. Providing constructive descriptive feedback during the task
III. Using self and peer assessment to build student self-regulation
IV. Keeping scoring criteria secret from students until after exam papers are graded
Which of the above practices are aligned with Assessment for Learning principles?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II and IV only

86. Which of the following best describes "Authentic Assessment"?
(A) Standardized multiple-choice testing administered under strict timed conditions in exam halls
(B) Tasks replicating real-world challenges requiring application of knowledge and skills
(C) Oral recitation of assigned reading passages verified directly by a visiting external inspector
(D) Mechanical handwriting speed tests administered under strict time constraints in class

87. In a competency-based model, what is the primary purpose of a "Learning Outcome Framework"?
(A) To provide detailed salary slabs and financial benefits for school teaching faculty
(B) To define clear statements of what learners are expected to know and do at each stage
(C) To establish official timetables for school vacation periods and academic holidays
(D) To specify exact physical dimensions and seating capacities of school classrooms

88. How should a teacher use results from a mid-lesson check for understanding (e.g., mini-whiteboard responses)?
(A) Enter student responses immediately into the

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(C) Determining individual student academic rank order and merit positioning within the class
(D) Screening high-achieving students for placement in specialized gifted education programs

43. Which of the following best describes the "Muddiest Point" technique in classroom assessment?
(A) Soil testing procedures performed by secondary students in environmental science laboratories
(B) Identifying low-performing public schools across regional administrative educational districts
(C) Pointing out physical cleanliness and maintenance issues during school building inspections
(D) Asking students to identify the most unclear part of a completed lesson

44. What is the primary focus of "Process Level Feedback" according to educational research on formative feedback?
(A) Expressing praise regarding the student's personal intelligence, innate talent, or character traits
(B) Focusing on cognitive strategies and processing steps needed to complete tasks
(C) Checking exclusively whether the final numerical answer provided by the student is correct or incorrect
(D) Comparing an individual student's examination grade directly with the highest score achieved in the district

45. Consider the following statements contrasting Assessment FOR Learning (AfL) and Assessment OF Learning (AoL):
I. AfL is formative and process-oriented; AoL is summative and product-oriented.
II. AfL takes place during instruction; AoL takes place after instruction.
III. AfL aims to improve learning continuously; AoL aims to judge and certify final achievement.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. What is the core pedagogical utility of a "Showcase Portfolio"?
(A) Documenting every single piece of un-edited draft work, rough calculation, and outline produced by a student
(B) Displaying a curated selection of a student's best work to show achievement and mastery
(C) Archiving administrative conduct reports, attendance logs, and formal student disciplinary records
(D) Collecting standardized multiple-choice answer OMR sheets for official external board examination audits

47. In a competency-based learning framework, what determines when a student moves on to the next learning objective?
(A) Following fixed allocations of instructional time and rigid annual academic calendar schedules
(B) Demonstrated mastery of the core competency, regardless of time taken
(C) The total age, grade level, and physical growth markers of the individual student
(D) Receiving a direct administrative promotion order issued by educational authorities

48. When teachers co-create assessment rubrics with students, what is the principal pedagogical benefit?
(A) It completely eliminates teacher marking workload and instructional preparation responsibilities
(B) It promotes student ownership, understanding of success criteria, and self-regulation
(C) It guarantees that all participating students will automatically receive top performance grades
(D) It replaces official central educational board assessment guidelines and curriculum standards completely

49. Which of the following questioning tactics is effective in probing student thinking when a student provides a partially correct response?
(A) Stating that the response is incorrect and immediately calling upon another student in the classroom
(B) Asking follow-up questions like "How did you arrive at that part?" or "What led to your conclusion?"
(C) Interrupting the student and providing the complete correct standard answer yourself

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evaluative.
Reason (R): Evaluative feedback like simple marks or praise focuses on the learner's ego, whereas descriptive feedback provides specific information on how to bridge the gap between current and desired performance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following is an example of "Assessment AS Learning"?
(A) A student using a self-monitoring checklist to track comprehension and adjust reading strategies
(B) A subject teacher systematically marking mid-term examination answer scripts against an official standardized marking key
(C) A state educational board organizing an annual talent search competitive examination for awarding academic scholarships
(D) An external municipal inspector auditing daily student attendance registers during an institutional quality inspection

37. What role does "Error Analysis" play in formative pedagogical assessment?
(A) It functions primarily as a disciplinary tool to penalize students who make repeated mechanical errors during exams
(B) It is utilized by school management to rank teachers based on the overall frequency of errors made by their students
(C) It helps teachers identify systematic cognitive misconceptions to guide re-teaching strategies
(D) It generates statistical item data for calculating internal consistency reliability coefficients in test construction

38. In designing assessment tasks for higher-level cognitive outcomes, which command verb aligns with the "Evaluating" level of Bloom's Revised Taxonomy?
(A) Critique
(B) Define
(C) List
(D) Restate

39. What is "Bounce Questioning" in classroom pedagogical discourse?
(A) Physically bouncing a rubber ball to different students in class to randomly select who answers a question
(B) Asking the same simple recall question repeatedly until the entire classroom responds synchronously in unison
(C) Dismissing a student's incorrect response instantly and immediately moving on to present a different topic
(D) Directing a student's answer to another student for evaluation, elaboration, or counter-argument

40. Consider the following characteristics of effective classroom rubrics:
I. Clearly defined criteria reflecting learning goals
II. Descriptive levels of performance standard
III. Ambiguous scoring guidelines to allow arbitrary grading
IV. Student accessibility and pre-task availability
Which of the above are essential features of high-quality rubrics for Assessment for Learning?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

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41. Structured Assessment for Analyzing Learning (SAFAL) is primarily designed as a:
(A) A high-stakes summative board examination used for determining formal pass/fail promotion status in primary and middle grades
(B) Diagnostic competency-based assessment measuring core concepts to improve school systems
(C) A mandatory physical fitness testing protocol utilized for screening applicants to specialized school sports academies
(D) A standardized national teacher recruitment screening examination administered annually by administrative commissions

42. When a teacher uses "Think-Pair-Share" during a lesson, which formative assessment purpose is primarily served?
(A) Granting formal end-of-year academic grades and report card credits to student learning pairs
(B) Engaging all students in active thinking, peer articulation, and checking understanding

themes in these two texts?"

57. In formative assessment, what is the main purpose of using "Exemplars" (samples of student work from previous years)?
(A) To encourage students to copy past exemplary assignments word-for-word without original thought
(B) To make visible what high-quality work looks like relative to rubric criteria
(C) To save teacher instructional time by avoiding the creation of new assignment rubrics
(D) To demonstrate to current classes that past students were academically superior in every subject

58. What is the fundamental assumption underlying "Assessment as Learning"?
(A) Students are passive receivers of quantitative assessment grades assigned strictly by teachers
(B) Students can manage their own learning when taught metacognitive self-assessment skills
(C) Assessment should take place strictly after all classroom instruction has completely finished
(D) Standardized paper-pencil tests represent the only reliable measure of student achievement

59. Which of the following feedback statements is an example of effective descriptive feedback?
(A) "Grade C. Good effort on this draft, but you need to study much harder for the next exam."
(B) "Your thesis is clear, but paragraph 3 lacks supporting evidence. Add two historical sources."
(C) "You are definitely one of the smartest and most talented academic students in this entire class!"
(D) "5/10 - Poor overall presentation, lack of neatness, and incomplete answers across all sections."

60. In an outcome-based education system, what is the primary role of formative classroom assessment?
(A) To generate bell-curve normative distributions of student marks across academic departments
(B) To provide continuous evidence tracking student progress toward specific learning outcomes
(C) To fail a predetermined percentage of low-performing students during each academic term
(D) To evaluate daily teacher attendance records and administrative compliance during school hours

61. Identify the tool that allows a teacher to quickly gauge the entire class's immediate understanding of a concept during a lecture through real-time voting or response cards (e.g., Red/Yellow/Green cards or digital polling).
(A) Standardized Achievement Battery Assessment
(B) Polling / Traffic Light System
(C) Diagnostic Clinical Intelligence Testing Battery
(D) Annual Board Examination System Protocol

62. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Diagnostic assessment should ideally precede the planning of remedial teaching programs.
Reason (R): Diagnostic assessment identifies specific cognitive gaps and underlying misconceptions, enabling targeted pedagogical intervention.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

63. Which of the following is a primary feature of "Criterion-Referenced" assessment in a competency-based curriculum?
(A) A student's performance is compared directly against the average performance of their class peer group
(B) A student's final score determines their exact percentile rank relative to all national test-takers
(C) Student performance is judged against fixed learning standards independent of peer scores
(D) Student grades are distributed strictly according to a pre-calculated normal bell-shaped curve

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64. What is the role of "Two Stars and a Wish" in peer feedback implementation?
(A) A classroom grading method where earned stars are converted into direct financial rewards for students
(B) A framework where peers state two strengths ("stars") and one area for improvement ("wish")
(C) An observational astronomy assessment strategy utilized exclusively in secondary physics classes
(D) An administrative disciplinary system designed for managing disruptive classroom student behavior

65. In a differentiated assessment model, modifying the "Product" dimension of an assessment task means:
(A) Changing the physical seating arrangement and classroom furniture layout during examinations
(B) Allowing varied ways to demonstrate learning (e.g., presentations, reports, models) by profile
(C) Altering target learning standards so lower-achieving students are assigned simplified learning goals
(D) Reducing the overall length of the instructional school day for specific targeted student groups

66. Which cognitive verb represents the "Applying" level of Revised Bloom's Taxonomy?
(A) Execute
(B) Design
(C) Recall
(D) Evaluate

67. Which of the following methods is most suitable for assessing students' collaborative problem-solving skills in real-time?
(A) Standardized multiple-choice end-of-term written paper examination administered under timed conditions
(B) Systematic teacher observation with rubrics during group problem-solving tasks
(C) Standardized diagnostic spelling test administered individually to check vocabulary mastery
(D) Solitary homework worksheet completed independently by students at home without peer interaction

68. Consider the following components of an effective Formative Assessment Feedback Loop:
I. Identifying the desired learning goal (Where the learner is going)
II. Establishing current performance status (Where the learner is right now)
III. Taking pedagogical action to close the gap (How to get there)
IV. Assigning terminal numerical ranks publicly to motivate competition
Which of the above are essential steps in the formative assessment process?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

69. Which of the following is a major limitation of using ONLY summative assessments for instructional decision-making?
(A) They are administered far too frequently and interrupt daily classroom teaching schedules
(B) They occur after instruction, providing data too late for timely pedagogical adjustments
(C) They fail to generate quantitative scores, percentile ranks, or standardized letter marks
(D) They cannot be audited or verified by district educational authorities or school inspectors

70. When implementing self-assessment in primary or middle school, what tool provides the most accessible support for young learners?
(A) Advanced psychometric factor analysis score sheets used in statistical testing
(B) Graphic organizers, visual self-check rubrics, and "I Can" statement checklists
(C) Full-length comprehensive university entrance examination paper sets
(D) Complex percentage calculation charts and statistical normative tables

71. What does the term "Feed Forward" signify in formative feedback theory?
(A) Providing students with nutritional snacks prior to sitting for high-stakes examinations
(B) Giving actionable recommendations that guide students to improve future task performance
(C) Reviewing past academic failure records during formal parent-teacher progress conferences
(D) Transferring historical student academic records to higher secondary educational

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institutions

72. Consider the following stages in implementing a Portfolio Assessment System:
I. Collection of student artifacts over time
II. Selection of specific entries based on established learning criteria
III. Reflection by the student on selected artifacts
IV. Evaluation and conference between teacher, student, and parent
Which of the following options represents the correct chronological order?
(A) I → II → III → IV
(B) II → I → IV → III
(C) III → I → II → IV
(D) I → III → II → IV

73. Why is "Cold Calling" (calling on students regardless of whether their hands are raised) recommended by pedagogy experts in formative questioning?
(A) To intentionally embarrass unprepared students in front of their classroom peers
(B) To increase participation, ensure equitable questioning, and maintain engagement
(C) To systematically avoid calling on high-performing students during class discussions
(D) To reduce instructional wait time to zero seconds after asking every question

74. Which of the following best describes the diagnostic utility of an "Item Analysis" on classroom diagnostic tests?
(A) It determines annual salary increments for teachers based on overall class test scores
(B) It reveals items with high error rates, pointing to concepts needing class-wide re-teaching
(C) It measures the physical paper weight and print quality of standardized test booklets
(D) It automates the electronic entry of student examination grades into government web portals

75. How does a shift toward foundational learning in early childhood education (ages 3–8) impact assessment strategies?
(A) Formal introduction of high-stakes written board examinations starting directly from early primary grades
(B) Shift toward play-based, activity-based, and portfolio assessments without testing stress
(C) Mandatory annual percentile ranking and public sorting of pre-primary school children
(D) Complete administrative elimination of all forms of classroom observation and evaluation

76. Which type of rubric is most time-efficient for evaluating a large number of student assignments when overall quick feedback is needed, but detailed dimension-by-dimension diagnostic analysis is not required?
(A) Analytic Rubric
(B) Single-Point Rubric
(C) Holistic Rubric
(D) Diagnostic Item Matrix

77. What is the key characteristic of "Task Level Feedback"?
(A) It focuses on task execution, such as answer accuracy or missing information
(B) It focuses on deep metacognition, self-reflection, and long-term academic learning goals
(C) It targets personal character traits, emotional self-esteem, and individual student ego
(D) It evaluates institutional infrastructure and classroom resources supporting academic tasks

78. A Social Science teacher notices that during peer assessment sessions, students consistently give maximum marks to their close friends and lowest marks to classmates they dislike. What action should the Principal recommend to restore validity and objectivity to peer assessment?
(A) Cancel peer assessment permanently across all subjects and make the teacher mark papers alone
(B) Use anonymous peer reviews, supply rubrics, and model evaluation using benchmark samples
(C) Direct students to perform peer assessment only under direct parental supervision at home
(D) Punish students who award low marks to peers by deducting points from their own papers

79. When an assessment tool accurately measures the specific learning objective or outcome it was intended to measure, it possesses high:
(A) Reliability
(B) Validity
(C) Practicability
(D) Subjectivity

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immediately
(D) Verbally reprimanding the student in front of peers for failing to pay adequate attention during class

50. In the context of differentiated assessment, what is "Tiered Assessment"?
(A) Administering identical written test papers to every student in class at the exact same level of difficulty
(B) Designing tasks at varied complexity levels targeting the same core objective, matched to readiness
(C) Assigning student grades based on their physical row seating arrangements within the main classroom
(D) Scheduling and conducting academic evaluations across three separate physical examination halls in the school

51. What distinguishes a "Diagnostic Test" from a routine "Formative Check"?
(A) Administered exclusively at the conclusion of secondary education to award final graduation diplomas
(B) Designed with targeted items to uncover specific cognitive barriers and error patterns
(C) Formative checks carry formal external board marks, whereas diagnostic tests carry internal marks
(D) Evaluates physical health and fitness levels, whereas formative checks measure academic knowledge

52. A Head of School notices during classroom supervision that teachers consistently assign group projects, but grade them by giving every student in the group the exact same grade. This has led to complaints about "free-riders." What administrative-pedagogical strategy should the Head of School instruct teachers to implement?
(A) Abolish all collaborative group projects immediately across all academic subjects in the school
(B) Combine group product rubrics with individual accountability mechanisms like logs or oral defense
(C) Require students to complete all assigned group projects individually at home with parent help
(D) Assign final group project grades completely at random to minimize teacher evaluation time

53. Which of the following is a primary characteristic of "Self-Regulation Level Feedback"?
(A) It encourages students to monitor, direct, and evaluate their own strategies during learning
(B) It informs students whether their final answer is correct or incorrect without providing feedback
(C) It compares the student's personal characteristics with those of prominent historical figures
(D) It provides explicit instructions on how to solve specific mathematical operations step-by-step

54. Which of the following practices is considered detrimental to building a positive "Assessment for Learning" classroom culture?
(A) Treating mistakes as valuable learning opportunities and sources of diagnostic inquiry
(B) Publicly posting a list comparing student marks from lowest to highest on the classroom noticeboard
(C) Providing clear success criteria and model exemplars prior to assignment completion
(D) Allowing students opportunities to revise and resubmit work based on descriptive feedback

55. What is the key objective of "Constructive Alignment" in classroom pedagogy?
(A) Ensuring that classroom furniture and seating are arranged in alignment with modern architectural standards
(B) Aligning learning objectives, teaching methods, and assessment tasks toward the same outcomes
(C) Ensuring that teacher daily lesson plans match publisher guidelines verbatim
(D) Aligning school library operating hours directly with morning assembly schedules and break times

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56. Which of the following questions evaluates learning at the "Analyzing" level of Revised Bloom's Taxonomy?
(A) "What is the standard physics formula used for calculating uniform linear velocity?"
(B) "State Newton's First Law of Motion verbatim as written in the curriculum notes."
(C) "Recite all the chemical elements belonging to Group 1 of the periodic table in order."
(D) "How does the author's background influence

official term academic report card register
(B) Adjust immediate instruction—slowing down, re-explaining, or extending based on responses
(C) Ignore student responses entirely and continue delivering the planned lecture script
(D) Send low-responding students directly to the principal's office for disciplinary action

89. Which of the following is an example of an open-ended formative assessment task in Mathematics?
(A) "Calculate the exact mathematical product: $25 \times 14 = ?$"
(B) "Design two real-world word problems requiring 25×14, and explain your reasoning."
(C) "What is the result when 100 is divided evenly by 4?"
(D) "Define the formal mathematical commutative property of multiplication."

90. In the context of Assessment for Learning, what does "Closing the Gap" mean?
(A) Reducing physical distances between student seating desks inside the classroom
(B) Taking instructional steps to bridge current understanding and the target learning goal
(C) Narrowing the curriculum by deleting difficult topics before exams
(D) Finishing the official daily school timetable early during the academic session

91. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Peer assessment enhances students' metacognitive capacities and deepens their understanding of learning criteria.
Reason (R): Evaluating peer work forces students to critically analyze work against established criteria, making success criteria more explicit in their own minds.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. Which of the following is a primary characteristic of a "Diagnostic Test"?
(A) It covers a broad range of subject content lightly to assign final terminal grades
(B) It contains targeted items designed to isolate specific learning gaps and misconceptions
(C) It ranks individual students on a national percentile scale for university admissions
(D) It evaluates classroom teacher punctuality, lesson planning, and daily attendance

93. What is the role of "Self-Correction" in Assessment as Learning?
(A) Automatically increasing individual student marks without formal teacher evaluation
(B) Enabling students to independently identify errors using rubrics and revise work
(C) Correcting administrative teacher errors during monthly school staff meetings
(D) Erasure of low examination marks directly from official government school registers

94. In Revised Bloom's Taxonomy, which level involves generating new ideas, products, or ways of viewing things?
(A) Analyzing
(B) Evaluating
(C) Creating
(D) Applying

95. What is the main structural feature of a "Single-Point Rubric"?
(A) It describes criteria for target proficiency only, leaving space for open-ended feedback
(B) It includes only a single general criterion for the entire assignment regardless of task complexity
(C) It awards either 1 mark or 0 marks for every single question on the examination paper
(D) It can only be utilized by one individual classroom teacher at a given time

96. Which of the following feedback practices is most likely to reduce student intrinsic motivation?
(A) Giving specific descriptive comments on how to improve paragraph structure and writing clarity
(B) Attributing performance solely to fixed innate ability (e.g., "You're not a math person")
(C) Providing actionable next steps and procedural guidance for mathematical problem solving
(D) Offering structured guidance on how to use self-check evaluation criteria effectively

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97. What is the primary purpose of a "Process Portfolio"?
(A) Displaying only polished, flawless final work products for external public exhibition
(B) Documenting the learning journey, including drafts, reflections, feedback, and revisions
(C) Archiving teacher administrative performance reports and professional evaluations
(D) Storing standardized multiple-choice test scoring sheets securely in school files

98. Consider the following statements regarding Competency-Based Assessment:
I. It focuses on the application of knowledge and skills in real-world contexts.
II. It requires continuous gathering of evidence across multiple assessment modes.
III. It relies exclusively on timed, memorization-based written examinations at the end of the year.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

99. How does "Formative Assessment" support students with low academic readiness in an inclusive classroom?
(A) Highlighting student academic failures publicly in class to motivate extra effort
(B) Identifying learning hurdles early and providing scaffolding, feedback, and interventions
(C) Lowering overall learning standards so students are not expected to learn grade-level concepts
(D) Excluding struggling students entirely from classroom learning discussions and assessments

100. In Bloom's Revised Taxonomy, the knowledge dimension includes Factual, Conceptual, Procedural, and Metacognitive knowledge. Which of the following represents "Metacognitive Knowledge"?
(A) Specific factual knowledge of key historical dates, figures, and major global events
(B) Knowledge of complex mathematical algorithms and step-by-step division procedures
(C) Awareness of one's own cognitive processes and strategic knowledge about effective learning
(D) Formal knowledge of scientific terms, chemical formulas, and standard definitions

101. Which questioning technique encourages student-to-student interaction rather than teacher-to-student interaction?
(A) Direct factual recall questioning administered by the classroom teacher
(B) Bounce questioning / Peer response prompt ("What do you think of Sunita's answer?")
(C) Closed-ended quick comprehension checks asked verbally to the class
(D) Monologue text recitation performed individually by selected students

102. During a school supervision visit, a Head of School observes that a Grade 7 teacher spends 40 minutes lecturing, then asks "Does everyone understand?" at the end of class. When the students nod silently, the teacher concludes the lesson. How should the Head of School guide the teacher to improve assessment of student understanding?
(A) Commend the teacher for efficient time management and moving quickly through the curriculum
(B) Suggest using Exit Slips, Think-Pair-Share, or mini-whiteboards during and after class
(C) Instruct the teacher to punish students who nod silently without full conceptual understanding
(D) Advise the teacher to assign 50 complex homework practice questions daily to enforce study

103. What is the primary focus of "Criterion-Referenced Assessment" in school evaluation systems?
(A) Ranking individual students in strict order of merit relative to their classroom peers
(B) Calculating class grade point averages for competitive inter-school comparisons
(C) Selecting the top 1% of students for national merit scholarship distributions
(D) Comparing individual performance against fixed learning standards/criteria

104. Which of the following is a key feature of "Diagnostic Assessment"?
(A) It is administered primarily at the conclusion of a multi-year degree program
(B) It uncovers cognitive strengths and persistent learning gaps to inform remedial teaching

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(C) It calculates national percentile ranks utilized for university entrance admissions
(D) It assigns official final marks recorded on official grade result sheets

105. In the context of feedback timing, when is immediate feedback most effective during classroom learning?
(A) When students acquire foundational knowledge or practice procedural skills
(B) Administered several months after the formal unit examination has completely concluded
(C) Delivered exclusively during end-of-year parent-teacher academic progress conferences
(D) Never; instructional feedback should always be delayed by at least three to four weeks

106. Which of the following strategies promotes "Assessment AS Learning" in a secondary school English classroom?
(A) Subject teacher marking all grammar worksheets without returning them to students for review
(B) Students using a writing rubric to self-evaluate and edit draft essays before submission
(C) Ranking classroom students publicly on noticeboards based on weekly spelling test scores
(D) Conducting a sudden unannounced end-of-term examination covering the entire year's syllabus

107. What is the main advantage of an "Analytic Rubric" over a "Holistic Rubric"?
(A) It requires significantly less administrative time to construct, format, and score
(B) It provides criterion-specific feedback across performance dimensions to target growth
(C) It yields a single overall performance mark without offering any detailed explanation
(D) It completely removes all subjective judgment criteria from language arts assessment

108. Consider the following assessment strategies for a differentiated classroom:
I. Flexible tiered tasks matching student readiness
II. Multiple entry and exit points for complex project assignments
III. Uniform, rigid speed-tests administered identically to all students
IV. Visual graphic organizers and oral options for CWSN

Which of the above reflect appropriate differentiated assessment practices?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

109. What is the primary characteristic of "Constructive Alignment" in curriculum transaction?
(A) Aligning learning outcomes, teaching strategies, and assessments
(B) Aligning school building architectural designs strictly with Vastu principles
(C) Aligning textbook retail prices across different commercial publishing houses
(D) Aligning teacher leave rules directly with academic session operating dates

110. In Formative Assessment, what does "Scaffolding" mean?
(A) Physical temporary steel structures erected outside school buildings during repairs
(B) Temporary support provided by teachers or peers to help master tasks beyond independent reach
(C) Permanent lowering of minimum passing examination marks for weak academic students
(D) Converting traditional written examinations into multiple-choice objective formats

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111. Which level of Bloom's Revised Taxonomy is represented by the task: "Classify the given set of geometric shapes into regular and irregular polygons based on their properties"?
(A) Remembering
(B) Understanding
(C) Evaluating
(D) Creating

112. Why are "Open-Ended Questions" considered superior to "Closed-Ended Questions" for formative classroom assessment?
(A) Open-ended questions have only one correct answer, making classroom grading faster
(B) They reveal student thought processes, reasoning, and conceptual understanding depth
(C) Open-ended questions completely eliminate the administrative need for teacher evaluation
(D) Open-ended questions prevent students from asking confusing follow-up questions in class

(D) I, II and III

163. What is the role of an "Exit Ticket" in daily classroom pedagogy?
(A) A physical exit pass required for students to leave school premises during emergency drills
(B) A quick formative check at lesson end to assess student understanding of key objectives
(C) A formal disciplinary ticket issued to students who violate school conduct codes in class
(D) An official hall ticket required to gain entry into the final board examination center

164. What is the primary characteristic of "Self-Level Feedback" (e.g., "Good boy!", "You are a genius!"), according to feedback research?
(A) It significantly increases student academic achievement and deep conceptual understanding in class
(B) Ineffective for learning because it targets personal traits rather than task strategies
(C) It constitutes the most critical and effective element of Assessment for Learning methodology
(D) It actively develops metacognitive monitoring and self-regulation skills in young children

165. In a competency-based curriculum, how are learning standards expressed?
(A) As lists of curriculum unit titles to be read aloud by subject teachers during class
(B) As clear statements of measurable competencies that students must demonstrate
(C) As required minimum page counts for student handwritten notebooks in each subject
(D) As annual pass percentage target numbers established for school institutional principals

166. Which strategy is most effective for accommodating Children with Special Needs (CWSN) during classroom formative checks?
(A) Completely excluding CWSN from all classroom checks to prevent emotional frustration
(B) Providing options like extra time, oral modes, visual support, or assistive tech
(C) Administering identical un-adapted written tests as all peers under standard timed conditions
(D) Marking all responses submitted by CWSN correct automatically regardless of actual accuracy

167. Which level of Bloom's Revised Taxonomy is tested by the prompt: "Devise an original solution to solve traffic congestion near school gates using urban planning principles"?
(A) Remembering
(B) Applying
(C) Analyzing
(D) Creating

168. A Vice-Principal observes a Mathematics teacher who marks test scripts by simply placing red ticks for correct answers and red crosses for incorrect answers, with no comments. On returning the papers, the teacher tells the class: "Go home and look at the reference materials to find your mistakes." What pedagogical advice should the Vice-Principal give to transform this into effective Formative Assessment?
(A) Commend the classroom teacher for maintaining exceptionally high marking speed in grading
(B) Advise analyzing error patterns, providing descriptive comments, and guiding re-learning
(C) Ask the teacher to stop giving written tests and rely exclusively on informal oral quizzes
(D) Advise the subject teacher to increase numerical penalty marks for incorrect test answers

169. What is the main structural advantage of a "Process/Growth Portfolio"?
(A) It contains only the final pristine, perfect products of student academic work
(B) Documents student progress over time including drafts, revisions, and growth trajectory
(C) It provides statistical standardization data for college admission screening boards
(D) It automates daily student classroom attendance logging and reporting procedures

170. Which of the following is a key feature of "Competency-Based Assessment"?
(A) Strong emphasis on memorizing historical factual definitions verbatim from reference materials
(B) Focus on real-world performance, application of knowledge, and criterion mastery
(C) Heavy reliance on norm-referenced comparative bell-curve grading distributions

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121. In Bloom's Revised Taxonomy, what cognitive process is involved when a student "Applies a procedure to an unfamiliar task"?
(A) Applying
(B) Remembering factual knowledge
(C) Generating novel solutions
(D) Deconstructing information

122. Which of the following is a key feature of "Outcome-Based Assessment"?
(A) Assessment tasks are designed directly to measure achievement of Learning Outcomes
(B) Assessment is designed strictly around prescribed page lengths and curriculum units
(C) Assessment focuses solely on monitoring teacher lecture delivery time during class
(D) Assessment is conducted informally without using any pre-defined academic standards

123. What is the pedagogical function of a "Graphic Organizer" (e.g., Concept Map, Venn Diagram) in formative assessment?
(A) To decorate classroom display bulletin boards prior to annual school inspections
(B) To make student thinking and conceptual relationships visible for immediate feedback
(C) To completely replace official written board examinations across all secondary grades
(D) To calculate statistical internal consistency reliability coefficients for test items

124. What is the primary distinction between "Descriptive Feedback" and "Evaluative Feedback"?
(A) Descriptive feedback is always communicated in numerical codes; evaluative is spoken aloud
(B) Descriptive feedback is issued by external education boards; evaluative is given by parents
(C) Descriptive feedback provides actionable guidance; evaluative feedback merely assigns a grade
(D) There is no structural or functional distinction between descriptive and evaluative feedback

125. A primary school Principal reviews a Grade 4 teacher's assessment strategy and finds that 90% of classroom assessment consists of speed-spelling tests where students are marked wrong for minor handwriting slips. How should the Principal guide the teacher regarding developmentally appropriate assessment?
(A) Commend the teacher for maintaining high academic strictness and rigorous grading standards
(B) Balance basic mechanics checks with varied tasks (storytelling, journals) focused on comprehension
(C) Order the teacher to immediately cease testing spelling and grammar across all primary grades
(D) Suspend students who consistently score low marks on speed-spelling and handwriting tests

126. Which of the following best exemplifies a "Diagnostic Assessment" task in Primary Mathematics?
(A) Conducting an end-of-year comprehensive final written examination covering all instructional topics
(B) Administering a targeted 5-question check to isolate place value misconceptions in subtraction
(C) Administering a standardized general intelligence battery test to calculate overall student IQ
(D) Assigning 100 random multiplication problems as mandatory holiday practice homework

127. What is the primary characteristic of a "Holistic Progress Card" (HPC)?
(A) A simple printed paper sheet listing numerical marks earned in academic subjects only
(B) A 360-degree, multidimensional report across cognitive, affective, and psychomotor domains
(C) A confidential administrative file accessible exclusively to school management authorities
(D) A simple binary Pass/Fail promotion certificate issued at the conclusion of primary schooling

128. What is the main objective of using "Exemplars" alongside Rubrics when introducing a complex performance task to students?
(A) To show students past completed assignments so they can copy the content directly into work
(B) To make rubric descriptors concrete by illustrating varied performance levels in student work
(C) To save instructional time by avoiding detailed classroom discussion of assignment criteria

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were not converted to meters first."
(C) "You scored 8 out of 10 on this short weekly quiz."
(D) "Please rewrite this complete essay entry with much better handwriting neatness."

147. What is the core objective of "Diagnostic Remediation" following a classroom assessment?
(A) Punishing classroom students who performed below academic pass expectations
(B) Re-teaching specific concepts using alternative strategies targeted at misconceptions
(C) Repeating the exact same instructional content that was delivered previously in class
(D) Excluding low-performing students from participating in upcoming unit examinations

148. Which of the following describes "Constructive Alignment" in lesson design?
(A) Ensuring learning outcomes, instructional activities, and assessment tasks are coherently linked
(B) Ensuring all classroom students complete written assignments at the exact same physical speed
(C) Aligning daily lesson plans directly with monthly school administrative event calendars
(D) Matching classroom physical assessments directly with municipal safety and building codes

149. What is "Peer Moderation" in classroom assessment?
(A) Students voting publicly on each other's overall conduct and behavioral grades
(B) Teachers collaboratively scoring sample work against rubrics to ensure shared understanding
(C) External educational inspectors re-grading student daily homework worksheets
(D) Students writing formal examination papers together in pairs during class

150. Which of the following represents the "Evaluating" cognitive level in Revised Bloom's Taxonomy?
(A) Reciting a prescribed poem completely from memory in class
(B) Summarizing a story plot accurately in your own words
(C) Judging an author's argument using explicit criteria
(D) Solving a standard quadratic mathematical equation step-by-step

151. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative feedback must be provided as close in time to the performance of the task as possible.
Reason (R): Immediate feedback allows learners to make mental corrections while the context and learning task are still active in working memory.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

152. What is the key advantage of using "Concept Maps" as a formative assessment tool in science and social science?
(A) They automate electronic machine grading processes for large classroom enrollment numbers
(B) They visually represent mental models, revealing concept links and structural misconceptions
(C) They test student physical handwriting speed and neatness under strict timed conditions
(D) They completely eliminate the instructional need for subject classroom teachers

153. What is the role of "Success Criteria" in Assessment for Learning?
(A) Secret marking scale benchmarks known only to the teacher for grading curve calculations
(B) Clear descriptions of what successful learning goal attainment looks like, shared beforehand
(C) Minimum passing marks required by state educational administrative laws and regulations
(D) Institutional target metrics set by school management for annual board exam pass rates

154. Which of the following is a key feature of "Outcome-Based Education" (OBE) assessment?
(A) Criterion-referenced evaluation focused on demonstrated student core competencies

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(C) Feedback that is publicly announced in class to embarrass low-achieving students
(D) Timely, actionable feedback focused on learning criteria rather than personal traits

138. In the context of differentiated instruction, what is "Pre-Assessment"?
(A) Testing students at the end of the academic year before issuing final term report cards
(B) Assessing readiness and prior knowledge before a unit to plan differentiated learning
(C) A psychological battery test administered to prospective teachers during recruitment
(D) An annual school financial audit conducted by regional educational authorities

139. Which cognitive level of Bloom's Revised Taxonomy is targeted when a teacher asks students to "Formulate a new hypothesis based on unexpected experimental results"?
(A) Remembering
(B) Applying
(C) Analyzing
(D) Creating

140. What is the primary role of "Self-Assessment" in fostering learner autonomy?
(A) Transferring complete grading and evaluation responsibility away from classroom teachers
(B) Helping students develop awareness of learning needs, set targets, and monitor growth
(C) Allowing individual students to choose their own passing mark boundaries on examinations
(D) Eliminating official educational evaluation standards across all academic subjects

141. What is the primary focus of "Assessment OF Learning"?
(A) Guiding daily classroom instructional adjustments and lesson plan modifications
(B) Summarizing and reporting student achievement at a specific point in time against standards
(C) Facilitating student metacognitive self-regulation and self-monitoring during active learning
(D) Identifying real-time cognitive misconceptions during interactive classroom lectures

142. Which of the following techniques is most effective for encouraging active participation from ALL students during formative checks, rather than just high-achieving volunteers?
(A) Calling exclusively on high-achieving students who raise their hands first during discussion
(B) Using non-volitional methods like cold calling or response cards combined with think time
(C) Directing all teacher questions strictly to students sitting in the front row of the room
(D) Asking simple factual yes/no questions to the entire class to elicit chorus responses

143. Which type of portfolio displays a student's best work selected to demonstrate mastery and accomplishment at the end of a course or program?
(A) Growth / Working Portfolio
(B) Showcase Portfolio
(C) Diagnostic Matrix
(D) Raw Artifact File

144. In effective feedback models, what question does "Feed Forward" primarily address for the learner?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Who am I?"

145. A secondary Head of Department notices that teachers' test items for Class 9 Science consist 100% of direct verbatim definitions from the subject glossary. When questioned, teachers argue this ensures objective marking. As a Head of Institution, how should you address this issue to align with competency-based assessment guidelines?
(A) Approve the current testing practice because verbatim recall questions are easy to grade objectively
(B) Direct teachers to include scenario-based, application, and analytical questions testing understanding
(C) Order subject teachers to switch completely to un-graded oral tests during classroom sessions
(D) Ask teachers to copy past examination question papers without any modification

146. Which of the following is an example of "Process Level Feedback"?
(A) "Great job on this assignment! You are definitely a very smart student in science."
(B) "Your calculation is incorrect because units

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(D) To evaluate classroom teacher marking speed and administrative scoring efficiency

129. What type of assessment is specifically designed to measure student entry skills and baseline knowledge before beginning a new instructional unit?
(A) Diagnostic / Baseline Pre-Assessment
(B) Summative Terminal Assessment
(C) Norm-Referenced Achievement Battery
(D) High-Stakes Certification Exam

130. Consider the following characteristics of "Assessment AS Learning":
I. Student active involvement in monitoring their own learning
II. Development of metacognitive reflection skills
III. Reliance on teacher as the sole evaluator of student learning
IV. Self-setting of personalized learning targets based on feedback
Which of the above are defining features of Assessment AS Learning?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

131. Which feedback level focuses on how students manage, monitor, and adjust their own learning processes?
(A) Task Level
(B) Process Level
(C) Self-Regulation Level
(D) Self/Personal Level

132. In Bloom's Revised Taxonomy, which cognitive level is involved when a student "Judges the logical consistency of a historical document's argument based on internal evidence and external criteria"?
(A) Understanding
(B) Applying
(C) Evaluating
(D) Remembering

133. What is the core characteristic of a "Competency-Based Assessment Task"?
(A) It requires fast recall of memorized standard definitions under strict timing constraints
(B) It requires applying knowledge and skills to solve real-world problems or authentic tasks
(C) It evaluates how quickly an individual student can correctly complete an OMR answer sheet
(D) It tests non-academic trivia questions completely unrelated to core subject learning standards

134. Which of the following is an effective strategy for managing "Wait Time" in classroom questioning?
(A) Pausing 3-5 seconds after asking a question and again after the student's response
(B) Calling on a student immediately after completing the question sentence without any instructional pause
(C) Answering your own question immediately if no student responds within one second of asking
(D) Interrupting student answers halfway through their response to save instructional time

135. Consider the following statements regarding Diagnostic Assessment:
I. It isolates specific causes of learning difficulties during instruction.
II. It is used to design targeted remedial and scaffolded instruction.
III. Its main administrative purpose is to publish national merit rank lists.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

136. What is the key advantage of using a "Single-Point Rubric" over a traditional 4-level Analytic Rubric?
(A) It requires zero instructional planning effort or time to create and implement in class
(B) It focuses on proficiency standards while providing flexible descriptive feedback for growth
(C) It replaces all qualitative descriptive comments with standardized letter grade marks
(D) It guarantees that all participating students receive 100% marks on their assignments

137. Which of the following is a primary characteristic of effective "Formative Feedback"?
(A) Feedback that is vague, general, and delayed by several weeks after task completion
(B) Feedback that focuses exclusively on awarding final letter grades for report cards

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(B) Grading based primarily on student physical effort and class attendance rather than mastery
(C) Ranking students on a rigid normal distribution curve where 10% must automatically fail
(D) Assessing students exclusively through unannounced pop quizzes during instructional time

155. Which strategy is most effective for promoting student self-assessment capacity in middle school?
(A) Giving classroom students completed answer keys without any guided group discussion
(B) Providing rubrics, modeling self-assessment on sample work, and allowing reflection time
(C) Asking students to predict their final exam score on the very first day of school
(D) Letting students mark and assign their own final report card grades independently

156. In Bloom's Revised Taxonomy, what is the primary difference between "Remembering" and "Understanding"?
(A) Remembering retrieves knowledge from memory; Understanding constructs meaning from messages
(B) Remembering involves creating novel products; Understanding involves judging value objectively
(C) Remembering is considered higher-order thinking; Understanding is lower-order thinking
(D) There is no structural difference between them in Revised Bloom's Taxonomy framework

157. Which type of assessment is conducted continuously throughout an instructional course to monitor student progress and provide ongoing feedback?
(A) Summative Assessment
(B) Formative Assessment
(C) Norm-Referenced Placement Test
(D) Terminal Certification Exam

158. Consider the following assessment approaches:
I. Peer Assessment using structured checklists
II. Self-Assessment using reflective journals
III. Teacher Diagnostic Error Analysis
IV. Final Terminal Board Examination
Which of the above directly foster student metacognition and agency ("Assessment AS Learning")?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

159. What is "Differentiated Assessment"?
(A) Adapting assessment formats or challenge levels to student readiness while maintaining standards
(B) Grading classroom students differently based on their social, cultural, or economic background
(C) Administering simplified tests to male students and harder tests to female students in class
(D) Assessing students using different languages on the exact same written examination paper

160. In effective classroom questioning, what is the purpose of "Probing Questions"?
(A) To test the overall speed of factual mental recall under high cognitive stress
(B) To prompt students to expand, clarify, justify, or deepen initial responses
(C) To identify which specific classroom students did not complete their homework
(D) To divert student attention away from difficult or challenging curriculum topics

161. What is the defining feature of a "Holistic Rubric"?
(A) It evaluates performance criteria completely separately across distinct dimensions
(B) Assesses performance as a single integrated whole, assigning an overall score
(C) It provides zero qualitative descriptive descriptors for student feedback
(D) It is utilized exclusively for evaluating institutional school financial accounts

162. Consider the following statements regarding Assessment for Learning (AfL):
I. It occurs during the learning process rather than at the end.
II. It provides actionable feedback to both teachers and students.
III. It aims primarily to generate public rank orders of students.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only

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(C) Praising student general intelligence repeatedly after every single answer provided
(D) Returning graded papers weeks after the exam without discussing common student errors

181. What is the primary focus of "Assessment AS Learning"?
(A) Teacher-directed summative reporting administered at the end of academic terms
(B) Student self-regulation, self-assessment, and metacognitive monitoring during learning
(C) District-wide standardized achievement benchmarking across regional public schools
(D) External administrative evaluation of classroom teacher instructional performance

182. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Diagnostic tests should contain items with high diagnostic power, specifically targeting common student misconceptions.
Reason (R): The primary objective of diagnostic testing is to assign term grades rather than identify learning difficulties.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

183. Which of the following is a core characteristic of "Formative Assessment"?
(A) It is conducted exclusively at the conclusion of an instructional unit to certify learning
(B) It provides ongoing, process-oriented feedback to inform teaching and adapt learning
(C) It relies strictly on standardized, externally administered multiple-choice test papers
(D) Its primary administrative output is a percentile rank published in official registers

184. In classroom questioning, what is the effect of increasing "Wait Time 1" to 3-5 seconds?
(A) Decreased average quality and depth of student answers provided during discussions
(B) Increased length, correctness, and higher-order thinking in student responses
(C) Complete loss of classroom discipline, order, and instructional focus during lessons
(D) Significant reduction in the number of students willing to participate in discussions

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185. What is the defining characteristic of "Criterion-Referenced Assessment"?
(A) Comparing an individual student's test score against the average score of a norm group
(B) Measuring student performance against predetermined, objective learning standards
(C) Ranking classroom students strictly in order of academic merit from top to bottom
(D) Evaluating individual student academic performance based on physical age and height

186. Which type of feedback focuses on the specific steps and strategies needed to complete a learning task successfully?
(A) Task Level Feedback
(B) Process Level Feedback
(C) Personal/Self Level Feedback
(D) Institutional Level Feedback

187. What is the key function of an "Exit Ticket" in lesson transaction?
(A) Granting physical permission for students to exit the school library during study hours
(B) A brief formative tool checking understanding of key concepts before students leave
(C) Recording daily physical class attendance records for state government education audits
(D) Collecting administrative membership fees for co-curricular student clubs and activities

188. Consider the following statements regarding Peer Assessment:
I. It helps students understand evaluation criteria more deeply.
II. It requires training and objective rubrics to reduce personal bias.
III. It completely replaces teacher judgment in formal certification.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

189. In Bloom's Revised Taxonomy, which cognitive level is involved when a student "Critiques the validity of a scientific argument based on empirical evidence"?

(D) Assessment restricted strictly to end-of-year pen-and-paper written examinations

171. What does "Metacognitive Reflection" in Assessment as Learning require students to do?
(A) Memorizing model answer key solutions written by subject experts for examinations
(B) Reflecting on learning, identifying effective strategies, and planning future tasks
(C) Repeating classroom teacher explanations verbatim during formal oral recitations
(D) Copying down blackboard notes neatly into notebooks without questioning content

172. In effective feedback models, what question does "Feed Back" primarily address?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Why am I here?"

173. Which of the following is an example of an open-ended questioning technique?
(A) "What is the official capital city of India?"
(B) "In what ways might urban development impact groundwater, and what is your evidence?"
(C) "Is oxygen classified as a gas at standard room temperature?"
(D) "Who served as the chief author of the Indian Constitution?"

174. What is the primary role of a "Diagnostic Test" prior to starting a complex unit in Science?
(A) To rank individual classroom students for academic scholarship award distribution
(B) To uncover student misconceptions and prerequisite gaps to target upcoming instruction
(C) To determine term numerical grades recorded on official academic final transcripts
(D) To fulfill administrative reporting requirements for regional district quality audits

175. Which type of rubric provides descriptive feedback for proficiency ONLY, leaving space for open-ended comments on strengths and areas for growth?
(A) Analytic Rubric
(B) Single-Point Rubric
(C) Holistic Rubric
(D) Percentile Matrix

176. Which of the following best defines "Constructive Alignment"?
(A) Systematic integration between learning outcomes, instructional activities, and assessments
(B) The physical alignment of student desks directly facing the teacher's classroom podium
(C) The synchronization of annual school holiday lists across all educational institutions
(D) The administrative agreement between teacher union rules and official municipal leave codes

177. How does "Peer Assessment" benefit the student who is conducting the assessment?
(A) It completely relieves them of the responsibility of completing homework assignments
(B) Deepens understanding of success criteria and sharpens evaluation skills using rubrics
(C) It gives them administrative authority to assign official terminal report card grades
(D) It allows them to evaluate and compare their personal popularity among classmates

178. What is the main objective of Structured Assessment for Analyzing Learning (SAFAL)?
(A) High-stakes selection testing for engineering and medical college entrance admissions
(B) Diagnostic assessment of core competencies in key school stages for institutional improvement
(C) Rank-ordering schools to reduce funding allocations for underperforming institutions
(D) Testing physical fitness and athletic skill levels of secondary school students

179. In Bloom's Revised Taxonomy, which cognitive process involves "Deconstructing material into constituent parts and determining how parts relate to one another and to an overall structure"?
(A) Understanding
(B) Applying
(C) Analyzing
(D) Evaluating

180. Which of the following feedback practices is most effective for promoting student learning?
(A) Providing descriptive comments detailing strengths and next steps for improvement
(B) Giving only numerical marks without providing explanatory descriptive comments in class

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113. Which of the following is a characteristic feature of "Continuous and Comprehensive Evaluation" (CCE) when implemented effectively?
(A) Replacing meaningful classroom learning with continuous formal written testing every week
(B) Assessing curricular and co-curricular domains continuously using formative and summative tools
(C) Conducting daily high-stakes standardized examinations across all academic subjects
(D) Grading students exclusively on physical class attendance and school uniform cleanliness

114. What is the primary function of "Feed Up" in effective feedback models?
(A) Clarifying the ultimate learning target for the student ("Where am I going?")
(B) Explaining reasons for past academic failures incurred during previous school years
(C) Giving verbal praise and rewards for good behavioral compliance during class time
(D) Assigning specific homework practice questions for the next instructional session

115. Consider the following elements regarding effective Peer Assessment implementation:
I. Developing explicit assessment rubrics and criteria with or for students
II. Providing structured training and exemplars on how to give constructive feedback
III. Allowing peer assessment marks to determine 100% of final official report card grades without teacher moderation
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

116. In the context of Competency-Based Education, what is "Criterion-Referenced Evaluation"?
(A) Evaluating achievement against predetermined proficiency standards
(B) Evaluating individual students relative to their rank order within a classroom peer group
(C) Evaluating student performance based strictly on physical appearance and personality traits
(D) Evaluating school infrastructure facilities against municipal building and safety norms

117. Which of the following describes an "Evaluation Portfolio"?
(A) A collection of student work gathered to demonstrate attainment of grade-level standards
(B) A private personal notebook utilized by students for random doodling during free periods
(C) An administrative file folder containing official teacher medical leave applications
(D) A collection of blank examination papers kept in reserve for emergency school testing

118. What is the primary role of "Metacognitive Strategies" in self-assessment?
(A) Helping students memorize answers faster without developing true conceptual understanding
(B) Enabling students to plan, monitor, and adjust their own learning approaches
(C) Allowing classroom students to systematically evaluate and grade teacher lesson plans
(D) Assisting subject teachers in calculating overall class pass percentages automatically

119. Which questioning strategy involves asking a student "Why?" or "What evidence supports your statement?" after they give an initial answer?
(A) Recitation questioning
(B) Probing questioning
(C) Rhetorical questioning
(D) Direct recall questioning

120. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Assessment as Learning positions the student as the critical connection between assessment and learning.
Reason (R): It explicitly develops student metacognition, enabling learners to monitor their own understanding and adjust learning strategies.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

(A) Analyzing
(B) Evaluating
(C) Creating
(D) Applying

190. A secondary teacher asks a Head of School how to grade a student who showed low initial performance in formative checks during the first 4 weeks of a unit, but demonstrated complete mastery on the final competency assessment. How should the Head of School advise the teacher based on competency-based evaluation principles?
(A) Average all scores equally across weeks so the student receives a mediocre final grade
(B) Base evaluation on demonstrated outcome mastery, emphasizing ultimate attainment
(C) Fail the student outright because early formative classroom performance was inadequate
(D) Award the student extra marks for general effort regardless of actual task performance

191. What is the primary purpose of "Diagnostic Error Analysis" in classroom mathematics instruction?
(A) To penalize classroom students for minor mechanical calculation errors on homework
(B) Categorizing errors to identify conceptual misunderstandings and design re-teaching
(C) To generate statistical data reports for administrative review by school management
(D) To rank classroom subject teachers based on their instructional grading accuracy

192. Which of the following is an example of "Assessment AS Learning"?
(A) A student using a reflection log to monitor progress, analyze mistakes, and refine study methods
(B) A subject teacher scoring final term examination answer papers using an official marking key
(C) An external municipal inspector conducting an annual comprehensive academic audit of a school
(D) A standardized national diagnostic reading assessment administered to Class 5 students

193. Which assessment tool provides detailed descriptive guidelines across various criteria and levels of achievement, allowing transparent evaluation of complex performances?
(A) Multiple-choice bubble sheet
(B) Analytic Rubric
(C) Attendance register
(D) Single-word recall test

194. What is the main objective of transforming a traditional report card into a 360-degree multidimensional progress report?
(A) To publish student academic ranks on public government educational portals annually
(B) To provide a holistic reflection across cognitive, affective, and psychomotor domains
(C) To eliminate all forms of academic evaluation from the school education system
(D) To restrict student report card access exclusively to school management authorities

195. Consider the following techniques used in formative classroom assessment:
I. Traffic Light System (Red/Yellow/Green understanding cards)
II. Muddiest Point prompt at lesson end
III. Standardized norm-referenced board examinations
IV. Mini-whiteboard quick response checks
Which of the above are effective formative strategies for real-time checks for understanding?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

196. What is the primary characteristic of "Holistic Rubrics"?
(A) They evaluate performance criteria completely separately across distinct dimensions
(B) Yielding a single global rating based on an overall judgment of work quality
(C) They are utilized exclusively for evaluating computer programming and coding tasks
(D) They require zero pre-defined evaluation criteria or scoring rubrics for grading

197. Which cognitive verb belongs to the "Analyzing" level of Revised Bloom's Taxonomy?
(A) Differentiate
(B) Memorize
(C) Recite
(D) Repeat

198. In effective feedback models, what is the primary objective of "Self-Regulation Level Feedback"?
(A) Enhancing student self-monitoring,

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(D) Institutional target metrics set by management for annual board examination results

268. In modern educational reform, what shift is advocated in school assessment policy?
(A) Shift from formative, competency-based assessment to rigid summative testing in all grades
(B) Shift from rote summative testing to continuous competency-based assessment for learning
(C) Total administrative elimination of all forms of classroom and state board assessments
(D) Reliance exclusively on unannounced pop quizzes for official secondary certification

269. What is the primary focus of "Self-Regulation Level Feedback"?
(A) Guiding student self-monitoring and metacognitive control
(B) Expressing praise for student personality traits or natural talent
(C) Marking student answers correct or incorrect without providing feedback
(D) Evaluating teacher classroom management efficiency during lectures

270. A Head of Institution discovers during classroom visits that teachers are providing detailed formative feedback on student drafts, but students are never given time in class to read, reflect upon, or apply the feedback to improve their work. What structural change should the Head of Institution implement?
(A) Direct classroom teachers to stop giving written feedback to save administrative time
(B) Introduce Dedicated Improvement and Reflection Time (DIRT) for students to apply feedback
(C) Require parents to ensure teacher written feedback is actively acted upon at home
(D) Deduct marks from students who fail to read and apply written feedback outside class

271. What is the primary structural difference between an "Analytic Rubric" and a "Holistic Rubric"?
(A) Analytic rubrics score criteria separately; holistic rubrics assign one integrated score
(B) Analytic rubrics are used only for primary students; holistic rubrics apply to post-graduates
(C) Analytic rubrics produce percentile ranks; holistic rubrics produce letter grade marks
(D) There is no structural difference between analytic and holistic rubrics in grading

272. In Bloom's Revised Taxonomy, which cognitive level is involved when a student "Applies grammatical rules to translate a passage into another language"?
(A) Remembering
(B) Applying
(C) Evaluating
(D) Creating

273. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative feedback must be provided as close in time to the performance of the task as possible.
Reason (R): Feedback delivered long after task completion fails to engage student working memory and rarely influences subsequent learning behavior.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

274. What is the pedagogical function of "Traffic Light Cards" (Red, Yellow, Green) used during a classroom lecture?
(A) Managing physical student traffic flow in crowded school hallways and corridors
(B) Providing visual real-time checks where students signal comprehension during instruction
(C) Disciplining disruptive students in secondary classroom learning environments
(D) Evaluating and grading student physical health and athletic fitness levels

275. Which type of assessment focuses on determining a student's place relative to a representative national peer group?
(A) Criterion-Referenced Assessment
(B) Norm-Referenced Assessment
(C) Diagnostic Formative Assessment
(D) Ipsative Metacognitive Assessment

276. What is "Ipsative Assessment"?

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(B) Analyzing
(C) Creating
(D) Remembering

207. What is the primary purpose of using "Exit Slips" at the end of a lesson?
(A) Verifying physical student presence for official daily classroom attendance registers
(B) Gathering immediate, informal formative feedback on student understanding of key concepts
(C) Granting administrative permission for students to leave the school campus before dismissal
(D) Evaluating and grading physical student handwriting neatness on weekly class assignments

208. Which feedback level is focused on praising or criticizing the student as a person (e.g., "Smart girl", "Careless boy") and has been shown to have a negative impact on learning?
(A) Task Level Feedback
(B) Process Level Feedback
(C) Self-Regulation Level Feedback
(D) Self / Personal Level Feedback

209. What is the key advantage of "Criterion-Referenced Assessment" in outcome-based education?
(A) Measuring whether a student has mastered target competencies, independent of peer performance
(B) Creating a competitive bell-curve distribution ranking among classroom students in class
(C) Ensuring a fixed ten percent failure rate across all academic classes for quality control
(D) Simplifying classroom grading procedures by ignoring specific learning outcome benchmarks

210. How can a teacher effectively use "Mini-Whiteboards" during a lesson for formative assessment?
(A) Ask a question, give think time, and have students show answers simultaneously on mini-whiteboards
(B) Using mini-whiteboards exclusively for displaying administrative daily announcements in class
(C) Having one student write on a mini-whiteboard at the front while peers watch passively
(D) Using mini-whiteboards to record student disciplinary infractions during classroom lectures

211. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Competency-based assessment prioritizes the application of knowledge in real-world contexts over mechanical recall of facts.
Reason (R): In a rapidly changing society, functional competencies, critical thinking, and problem-solving skills are essential for real-world adaptability.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

212. What is the primary purpose of a "Single-Point Rubric"?
(A) Describing target proficiency only, leaving space for comments on strengths and growth areas
(B) Assigning a single numerical letter grade without providing any written feedback comments
(C) Evaluating automated multiple choice test questions electronically through computer software
(D) Ranking individual classroom students from top to bottom on an official academic merit list

213. Which of the following questioning practices is most effective for checking student conceptual understanding during instruction?
(A) Asking "Does everyone understand?" and moving on quickly when no student responds in class
(B) Asking open-ended questions requiring students to explain concepts or apply them to examples
(C) Directing questions exclusively to high-achieving students sitting in the front row of class
(D) Asking rapid true/false questions and accepting chorus answers from the entire classroom group

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(B) II and III only
(C) I and III only
(D) I, II and III

249. Which strategy is most effective for promoting objective, bias-free peer evaluation in classrooms?
(A) Providing explicit rubrics, calibration training with exemplars, and anonymous peer reviews
(B) Allowing classroom students to evaluate their personal friends without teacher supervision
(C) Counting peer assessment marks as 100% of final board examination grades without moderation
(D) Encouraging classroom students to assign evaluation grades based on personal preferences

250. In effective feedback frameworks, what question does "Where to next?" represent?
(A) Feed Up
(B) Feed Back
(C) Feed Forward
(D) Feed In

251. What is the primary purpose of "Diagnostic Pre-Assessment"?
(A) Uncovering student prior knowledge, skills, and misconceptions before instruction
(B) Ranking individual classroom students for academic merit scholarship selection
(C) Awarding terminal certificates at the conclusion of secondary high school education
(D) Evaluating classroom teacher administrative efficiency and lesson plan accuracy

252. Which type of rubric provides descriptive criteria for proficiency only, leaving open sections for qualitative comments on strengths and growth areas?
(A) Analytic Rubric
(B) Single-Point Rubric
(C) Holistic Rubric
(D) Standardized Matrix

253. In Bloom's Revised Taxonomy, which cognitive level is involved when a student "Formulates an original design for a sustainable solar-powered heating unit"?
(A) Applying
(B) Analyzing
(C) Evaluating
(D) Creating

254. What is the defining characteristic of "Descriptive Feedback"?
(A) Providing specific information regarding learning goals, status, and steps to bridge gaps
(B) Assigning single numerical marks or letter grades without providing written comments
(C) Making personal evaluative judgments about a student's innate intelligence levels
(D) Announcing test scores aloud in class to encourage intense peer academic rivalry

255. How does "Formative Assessment" support differentiated instruction in a diverse classroom?
(A) Providing continuous data on student learning needs to adapt content, process, and products
(B) By ensuring all classroom students receive identical homework worksheets regardless of achievement
(C) By grouping classroom students permanently into fixed ability learning tracks across subjects
(D) By replacing qualitative descriptive feedback with standardized percentage marks on report cards

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256. What is the role of "Exemplars" in classroom assessment?
(A) Providing visual examples of student work across performance levels to clarify expectations
(B) Giving classroom students completed answer sheets to copy directly into their assignments
(C) Archiving old examination test papers in school offices for administrative disposal
(D) Documenting classroom teacher lesson plan completeness and syllabus coverage speed

257. Which feedback level focuses on personal attributes (e.g., "You are brilliant!") and has been proven LEAST effective for academic growth?
(A) Task Level Feedback
(B) Process Level Feedback
(C) Self-Regulation Level Feedback
(D) Self / Personal Level Feedback

258. A secondary Science teacher notices that many students struggle with drawing ray diagrams in Optics. Instead of waiting for the end-of-term exam, the teacher gives a 5-minute mid-lesson drawing activity, identifies common ray-tracing

according to physical desk placement in the classroom
(D) Lowering minimum passing percentage targets uniformly across all academic subject tests

224. Which of the following is an example of an "Authentic Assessment" activity?
(A) Completing a 50-item multiple-choice paper test on nutrition definitions under timed conditions
(B) Designing a meal plan for a canteen based on nutritional guidelines and budget
(C) Reciting an assigned reading passage describing various vitamins aloud strictly from memory
(D) Matching definitions of nutrients with technical terms on a printed classroom worksheet

225. Consider the following statements regarding Assessment OF Learning (AoL):
I. It is primarily summative in nature.
II. It measures achievement against standards at a specific point in time.
III. Its primary purpose is to provide immediate real-time feedback during instructional activities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

226. In effective feedback models, what is the primary focus of "Task Level Feedback"?
(A) Informing the student about how well a task is executed, such as answer accuracy
(B) Fostering deep metacognitive self-regulation and strategic skills for lifelong learning
(C) Expressing praise regarding personal effort, character traits, and student enthusiasm
(D) Evaluating teacher classroom management efficiency and instructional delivery speed

227. What cognitive level of Revised Bloom's Taxonomy is engaged when students "Differentiate between fact and opinion in an editorial article"?
(A) Remembering
(B) Understanding
(C) Analyzing
(D) Creating

228. Which of the following is a key element of "Competency-Based Assessment"?
(A) Criterion-referenced measurement focused on demonstrated mastery of skills and outcomes
(B) Norm-referenced scoring designed strictly to ensure a bell-curve distribution of marks
(C) Rote recall of memorized definitions tested under strict timing constraints
(D) Evaluating student academic progress based solely on daily physical attendance registers

229. What is the primary purpose of using "Concept Maps" formatively in classroom assessment?
(A) To generate quantitative standardized test scores for official school district reports
(B) To visually map mental frameworks, uncovering conceptual links and misconceptions
(C) To measure physical handwriting speed and visual neatness on classroom assignments
(D) To replace formal end-of-year examinations entirely across all academic subjects

230. How does "Assessment AS Learning" empower students?
(A) Shifting evaluator role to students, fostering self-reflection, goal setting, and autonomy
(B) By completely eliminating academic expectations and performance standards across subjects
(C) By allowing classroom students to grade teacher daily lesson plans anonymously in class
(D) By replacing academic subjects entirely with non-evaluated physical leisure activities

231. Which questioning strategy is best for encouraging deep thinking during classroom discussions?
(A) Asking open-ended probing questions that require students to justify their thinking
(B) Asking simple factual yes/no questions in rapid succession during classroom lessons
(C) Directing teacher questions exclusively to high-achieving student volunteers in class
(D) Answering your own classroom questions immediately after asking them without pause

232. What is the key feature of a "Single-Point Rubric"?
(A) Describing target proficiency criteria only, with space for feedback on growth and

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autonomy, and effort during task execution
(B) Judging personal character traits, physical charm, and general social popularity
(C) Providing explicit mechanical answers without offering any conceptual explanation
(D) Comparing physical growth attributes and height measurements among classroom students

199. What is the fundamental principle behind "Constructive Alignment" in educational planning?
(A) Designing curriculum, pedagogy, and assessment in complete coherence with learning outcomes
(B) Designing classroom assessment tools independently without considering target learning outcomes
(C) Ensuring pedagogical activities follow curricular topic sequences blindly without adaptation
(D) Synchronizing teacher lesson timetables directly with staff transport schedules and routines

200. What role does "Prior Knowledge Activation" play in diagnostic pre-assessment?
(A) Identifying student prior knowledge and misconceptions to establish an instructional baseline
(B) Generating final term academic grades before actual classroom instruction even begins
(C) Measuring teacher subject content knowledge and pedagogical skills during inspections
(D) Ranking classroom students for immediate administrative promotion to the next class grade

201. Which of the following is a primary characteristic of "Self-Assessment" in classroom pedagogy?
(A) Students evaluate learning against criteria to identify strengths and areas needing growth
(B) Teachers assign independent self-study hours to students without providing supervision
(C) Students write examination questions for official state educational board assessments
(D) Parents evaluate and grade their children's daily homework worksheets independently at home

202. In the context of differentiated assessment, what does adapting the "Process" dimension mean?
(A) Modifying instructional activities or pathways through which students engage with content
(B) Changing the physical geographic location of the school building within the municipality
(C) Lowering overall academic expectations and learning goals for low-performing students
(D) Extending the official school academic calendar year by two additional calendar months

203. Which of the following feedback statements is most effective in supporting learning?
(A) "80% - Good effort on this test submission! Keep studying hard for future exams."
(B) "Your thesis is clear, but paragraph 2 lacks evidence. Add two historical facts."
(C) "You are naturally gifted and exceptionally talented at studying history concepts!"
(D) "Needs substantial improvement. Please come see me after class to discuss your mark."

204. What is the main structural feature of a "Showcase Portfolio"?
(A) A curated collection of exemplary student work displaying high-level achievement and mastery
(B) Storing every daily rough worksheet, outline, and calculation sheet produced by a student
(C) Archiving administrative conduct reports and official student disciplinary records in school
(D) Holding blank standardized answer scripts securely for annual state board examinations

205. Consider the following statements regarding Assessment AS Learning:
I. It places the student at the center of the assessment process as a reflective monitor.
II. It fosters metacognition and self-regulated learning skills.
III. It relies on external board exams as the primary feedback mechanism.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

206. In Bloom's Revised Taxonomy, which cognitive level is involved when a student "Constructs an original research model to investigate water pollution levels"?
(A) Applying

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(B) Personal and Self Level Feedback praising student effort
(C) Task Level Feedback indicating correctness of responses
(D) Administrative Level Feedback recording test mark sheets

241. What is the defining feature of "Assessment FOR Learning"?
(A) Gathering and using evidence about learning to adjust instruction and support progress
(B) Terminal evaluation conducted strictly at the end of a program to issue diplomas
(C) Standardized testing designed specifically to compare inter-school academic metrics
(D) External administrative evaluation of overall institutional physical infrastructure

242. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Self-assessment strategies empower students to take ownership of their learning journeys.
Reason (R): When students engage in self-assessment, they actively monitor their understanding, reflect on cognitive strategies, and set personal goals for improvement.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

243. What is the key operational difference between "Analytic Rubrics" and "Holistic Rubrics"?
(A) Analytic rubrics score criteria separately; holistic rubrics assign one overall score
(B) Analytic rubrics are used only for primary students; holistic rubrics apply to university level
(C) Analytic rubrics measure physical practical skills; holistic rubrics measure factual knowledge
(D) There is no structural or functional difference between analytic and holistic rubrics in grading

244. In classroom questioning, what is "Wait Time 2"?
(A) The silent instructional pause after a teacher asks a question before calling on a student
(B) The pause after a student responds, allowing time to elaborate, think deeper, or offer feedback
(C) The scheduled break time between morning assembly and the first period classroom lesson
(D) The administrative delay in returning graded written examination papers to class students

245. Which of the following is an example of "Assessment AS Learning"?
(A) A student using a rubric to self-evaluate draft essays and revise before submission
(B) A subject teacher grading terminal examination papers against a standardized marking key
(C) A state educational board publishing annual merit lists for top academic performers
(D) An inspector checking teacher mark books and attendance logs during a school visit

246. In Bloom's Revised Taxonomy, what cognitive level is involved when a student "Applies mathematical formulas to calculate compound interest in a real-world scenario"?
(A) Remembering
(B) Understanding
(C) Applying
(D) Analyzing

247. What is the pedagogical function of an "Exit Slip"?
(A) Providing a quick check for understanding at lesson end to inform instructional planning
(B) Granting formal early dismissal permission for students leaving school grounds before time
(C) Recording daily physical class attendance for official state government administrative archives
(D) Documenting student disciplinary infractions and behavioral incidents in secondary schools

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248. Consider the following statements regarding Competency-Based Assessment:
I. It focuses on demonstrated application of knowledge and skills.
II. It uses criterion-referenced standards to judge mastery.
III. It relies primarily on norm-referenced comparative grading curves.
Which of the statements given above are correct?
(A) I and II only

214. In effective feedback models, what question does "Feed Up" address?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Why failed?"

215. During an academic review, a Head of School finds that Grade 8 Mathematics teachers give homework daily but never review or return it with feedback, using it only for checking completion ticks. How should the Head of School instruct teachers to align homework with Assessment for Learning?
(A) Advise subject teachers to completely stop assigning homework worksheets across all classes
(B) Direct teachers to use homework formatively—providing feedback and letting students revise
(C) Instruct teachers to assign letter grades to homework assignments and post them publicly
(D) Order classroom teachers to double the overall volume of daily homework practice assigned

216. Which cognitive process in Revised Bloom's Taxonomy is represented by the task: "Summarize the central message of a text in your own words"?
(A) Remembering
(B) Understanding
(C) Applying
(D) Evaluating

217. What is the key focus of "Diagnostic Assessment"?
(A) Identifying entry skills, learning gaps, and misconceptions to target instruction
(B) Calculating national percentile rankings utilized for university admissions screening
(C) Certifying student completion of secondary school education requirements officially
(D) Evaluating teacher daily attendance, punctuality records, and administrative logs

218. Which type of portfolio contains ongoing work, rough drafts, teacher comments, and self-reflections, showing a student's complete learning journey over time?
(A) Growth / Process Portfolio
(B) Showcase Portfolio
(C) Administrative Portfolio
(D) Certification Portfolio

219. In the context of Assessment for Learning, what does "Sharing Success Criteria" mean?
(A) Giving classroom students the final examination answer key prior to administering the test
(B) Making explicit what high-quality work looks like before starting tasks using rubrics
(C) Publicly announcing the names and scores of top-scoring students during morning assembly
(D) Informing parents about administrative grade boundaries established at year-end evaluation

220. What is the primary function of "Process Level Feedback"?
(A) Addressing understanding of procedures and strategies required to perform tasks
(B) Expressing praise regarding the student's personal background, talent, or intelligence
(C) Assigning simple numerical marks or letter grades without offering written explanation
(D) Assessing institutional resource availability and physical classroom equipment levels

221. Which level of Revised Bloom's Taxonomy involves "Retrieving, recognizing, and recalling relevant knowledge from long-term memory"?
(A) Remembering
(B) Understanding
(C) Applying
(D) Analyzing

222. What is the main benefit of "Peer Assessment" in classroom learning environments?
(A) It completely eliminates teacher responsibility for evaluating student learning progress
(B) Engages students with criteria, develops evaluation skills, and provides peer perspectives
(C) It guarantees that all participating students will receive high performance marks automatically
(D) It replaces the administrative need for clear learning standards in schools

223. What is "Differentiated Assessment"?
(A) Tailoring assessment formats or support levels to diverse needs while targeting same goals
(B) Testing classroom students on completely different academic subjects based on student gender
(C) Grading individual students strictly

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errors immediately, and re-explains the refraction rule on the board. This scenario exemplifies:
(A) Summative Assessment of Learning administered at term end
(B) Formative Assessment for Learning used to adjust instruction
(C) Diagnostic Psychological Intelligence Screening Battery
(D) Norm-Referenced Standardized Achievement Test System

259. What is the key objective of "Constructive Alignment" in educational design?
(A) Aligning learning outcomes, teaching strategies, and assessments
(B) Aligning school building physical structures with architectural standards
(C) Aligning textbook printing fonts and styles across publishing houses
(D) Synchronizing teacher leave schedules with municipal holiday lists

260. Which of the following is an example of "Assessment AS Learning"?
(A) A student using a rubric to track writing progress and adjust drafts before submitting work
(B) A subject teacher evaluating final examination answer papers using an official marking key
(C) A state educational school board issuing annual merit certificates to top academic scorers
(D) An external academic audit conducted by municipal educational inspectors during visits

261. In effective feedback frameworks, what question does "Feed Back" answer?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Why am I struggling?"

262. What is the primary characteristic of "Criterion-Referenced Evaluation"?
(A) Measuring student performance relative to fixed learning standards
(B) Ranking students relative to peer group performance on a normal curve
(C) Calculating class percentile averages for district inter-school awards
(D) Evaluating student classroom conduct based on school administrative codes

263. Which cognitive level of Revised Bloom's Taxonomy is targeted by the prompt: "Compare the structural differences between plant cells and animal cells"?
(A) Remembering
(B) Understanding
(C) Analyzing
(D) Creating

264. What is the key advantage of a "Process Portfolio"?
(A) Documents learning growth, revisions, and progress over time
(B) Showcases only pristine, perfect final products for external presentation
(C) Archives teacher administrative records and institutional paperwork
(D) Stores standardized test bubble sheets securely in administrative files

265. Consider the following statements regarding Diagnostic Assessment:
I. It is administered to uncover specific learning difficulties and cognitive misconceptions.
II. Its results inform targeted remedial instruction and scaffolding strategies.
III. Its primary purpose is to assign official letter grades for terminal report cards.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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266. Which questioning technique helps build student-to-student discourse and metacognition during classroom discussions?
(A) Bounce questioning ("What is your view on Rohan's answer?")
(B) Rapid-fire closed factual recall questioning administered by teachers
(C) Continuous monologue lecturing delivered by teachers without pause
(D) Direct recall checks of standard definitions asked during lectures

267. What is the role of "Success Criteria" in Assessment for Learning?
(A) Clear indicators of what successful achievement looks like, shared prior to tasks
(B) Secret marking scales kept completely confidential by subject classroom teachers
(C) Pass percentages defined strictly by central educational administrative authorities

strengths
(B) It contains only a single performance level descriptor for all classroom assignments
(C) It awards strictly 1 mark or 0 marks for every single student response on test sheets
(D) It is utilized exclusively for computer-based standardized testing across state boards

233. What is Structured Assessment for Analyzing Learning (SAFAL) designed to assess?
(A) Core concepts and fundamental competencies in key school stages
(B) Rote memorization of factual knowledge required for high school graduation examinations
(C) Teacher physical attendance and daily punctuality records in government school systems
(D) Administrative compliance of private school management boards with municipal regulations

234. What is the defining characteristic of "Descriptive Feedback"?
(A) Providing specific, actionable information on performance relative to standards and next steps
(B) Assigning a single letter grade or numerical mark without providing written comments
(C) Making personal evaluative judgments about a student's innate intelligence levels
(D) Announcing test scores aloud in class to encourage intense peer academic rivalry

235. Consider the following assessment tools:
I. Analytic Rubric
II. Single-Point Rubric
III. Portfolio Reflective Log
IV. Norm-Referenced Rank Table
Which of the above tools actively support Assessment for Learning and descriptive feedback?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

236. What is the primary objective of "Diagnostic Assessment" conducted at the start of a learning unit?
(A) Identifying student prior knowledge, baseline skills, and misconceptions to plan instruction
(B) To assign final official grades and marks required for annual student academic promotion
(C) To rank individual classroom students relative to broad national peer reference groups
(D) To evaluate classroom teacher lesson plan documentation during school administrative audits

237. In Bloom's Revised Taxonomy, which cognitive level is represented by the task: "Evaluate the strength of arguments presented in two contrasting historical accounts"?
(A) Understanding
(B) Applying
(C) Analyzing
(D) Evaluating

238. A primary teacher reports to the Vice-Principal that despite providing written descriptive feedback on creative writing assignments, students simply look at the grade, ignore the comments, and repeat the same mistakes in subsequent tasks. What pedagogical intervention should the Vice-Principal recommend?
(A) Stop providing written feedback comments entirely to save valuable teacher preparation time
(B) Use Grade-Free Feedback Zone sessions where students receive comments and revise before grading
(C) Deduct double numerical marks for repeated mistakes observed on subsequent assignments
(D) Publish individual student assignment grades publicly on the classroom bulletin board

239. What is the primary purpose of a "Growth Portfolio"?
(A) Collecting student work over time to document progress, skill development, and reflection
(B) To showcase only pristine, perfect final work products for external public exhibition
(C) To store official classroom teacher daily attendance registers and leave records in school
(D) To store standardized test scoring answer keys securely in administrative school archives

240. Which feedback level is considered MOST effective for promoting deep cognitive processing and long-term self-directed learning?
(A) Self-Regulation Level Feedback

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(A) Comparing a student's current performance against their own previous performance over time, measuring personal growth
(B) Comparing a student's score against national norm groups
(C) Comparing student performance against rigid municipal benchmarks
(D) Assessing student performance through peer group voting

277. Which feedback level addresses how students approach tasks through strategies, connections, and deeper conceptual processing?
(A) Task Level Feedback
(B) Process Level Feedback
(C) Self / Personal Level Feedback
(D) Administrative Level Feedback

278. Consider the following characteristics of effective Formative Assessment:
I. Integrated seamlessly into daily instruction
II. Focuses on actionable descriptive feedback
III. Engages students in self and peer assessment
IV. Primary goal is certifying students for university entrance
Which of the above are core characteristics of Assessment FOR Learning?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

279. In Bloom's Revised Taxonomy, what cognitive process is involved in "Deconstructing information to determine how parts relate to an overall structure"?
(A) Understanding
(B) Applying
(C) Analyzing
(D) Evaluating

280. What is the key advantage of using a "Single-Point Rubric"?
(A) It provides clear target expectations while giving teachers and students space for open-ended, individualized feedback on strengths and growth areas
(B) It eliminates all scoring criteria to simplify grading
(C) It yields automated percentile scores for board reports
(D) It restricts evaluation to simple pass/fail outcomes

281. What is the primary role of "Self-Assessment" in building student metacognition?
(A) Developing students' capacity to monitor their own understanding, evaluate learning strategies, and set goals for continuous self-improvement
(B) Allowing students to choose their own passing grades
(C) Reducing teacher classroom attendance requirements
(D) Eliminating official learning standards

282. Consider the following statements regarding Structured Assessment for Analyzing Learning (SAFAL):
I. It is a diagnostic, competency-based assessment administered in key school stages.
II. It measures key developmental competencies and core learning outcomes.
III. It is used as a high-stakes examination to detain failing students in primary grades.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

MCQGRT

283. What is the main objective of "Diagnostic Remediation"?
(A) Addressing specific underlying cognitive misconceptions through targeted, adapted instructional re-teaching
(B) Punishing low-scoring students through after-school detention
(C) Repeating the identical lecture using the same instructional script
(D) Lowering grade standards so all students pass without effort

284. Which of the following represents an effective practice in classroom questioning?
(A) Asking thought-provoking open-ended questions, providing 3-5 seconds of wait time, and prompting students to elaborate on their answers
(B) Asking quick true/false questions and accepting chorus responses from the whole class
(C) Calling on the same three high-achieving volunteers for every question
(D) Answering your own questions immediately to cover the curriculum faster

performance looks like. This collaborative process clarifies expectations, demystifies assessment standards, and builds a sense of task ownership. When students understand criteria deeply from the outset, they are better equipped to monitor their own work, self-regulate learning, and produce higher-quality academic outcomes.

49. (B) Asking follow-up questions like "How did you arrive at that part?" or "What led to your conclusion?"
When a student provides a partially correct response, probing questions help illuminate their internal thought processes without causing embarrassment. Asking students to explain their reasoning or trace their steps allows teachers to pinpoint exact cognitive gaps, while prompting the learner to evaluate their own logic, make necessary corrections, and deepen their overall conceptual understanding.

50. (B) Designing tasks at varied complexity levels targeting the same core objective, matched to readiness
Tiered assessment is a differentiated instruction strategy where assessment tasks are constructed at varying levels of complexity, abstraction, or support while targeting the exact same core learning standard. Matching task difficulty to individual student readiness ensures that all learners are appropriately challenged, supported, and evaluated fairly according to their current developmental stage.

51. (B) Designed with targeted items to uncover specific cognitive barriers and error patterns
While routine formative checks provide quick, ongoing feedback regarding lesson comprehension, diagnostic tests are specifically engineered with targeted items that isolate persistent error patterns and cognitive barriers. This detailed analytical focus allows teachers to identify the exact nature of learning difficulties, enabling the design of targeted, highly structured remedial instructional strategies.

52. (B) Combine group product rubrics with individual accountability mechanisms like logs or oral defense
Fair assessment in collaborative learning requires balancing collective group evaluation with individual accountability. Relying solely on group grades allows passive members to benefit without contributing equally. Combining group rubrics with individual accountability mechanisms, such as individual reflection logs, distinct assigned roles, or viva voce defenses, ensures that every student's contribution is assessed accurately and equitably.

53. (A) It encourages students to monitor, direct, and evaluate their own strategies during learning
Self-regulation level feedback focuses on fostering student metacognition, self-monitoring, and strategic autonomy. This form of feedback prompts learners to monitor their comprehension, evaluate the effectiveness of their problem-solving approaches, and adjust cognitive strategies independently. By encouraging internal feedback loops, self-regulation feedback builds confident, self-directed learners capable of managing their ongoing intellectual growth.

54. (B) Publicly posting a list comparing student marks from lowest to highest on the classroom noticeboard
Publicly ranking students based on marks fosters harmful social comparison, increases performance anxiety, and damages self-esteem, particularly for struggling learners. Assessment for Learning thrives in a supportive classroom culture where mistakes are treated as diagnostic learning opportunities. Public sorting shifts focus to competitive rankings, undermining intrinsic motivation and hindering open, growth-oriented learning environments.

55. (B) Aligning learning objectives, teaching methods, and assessment tasks toward the same outcomes
Constructive alignment ensures that all structural components of an educational experience work synchronously toward identical learning targets. Intended learning outcomes define expected mastery, teaching methods facilitate appropriate cognitive processing to achieve those outcomes, and assessment tasks accurately evaluate whether standards have been met. This systemic coherence optimizes learning efficiency and validity.

56. (D) "How does the author's background influence themes in these two texts?"
The "Analyzing" level of Revised Bloom's Taxonomy involves breaking information down into constituent parts, determining relationships, and examining structural connections. Asking students to examine how an author's background

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(D) It ranks students on a national percentile curve for university admissions

294. What is the primary role of "Peer Assessment" in classroom instruction?
(A) Developing students' critical thinking and understanding of evaluation standards by assessing peer work against clear rubrics
(B) Transferring official teacher evaluation workloads to students permanently
(C) Encouraging personal rivalry among classmates
(D) Granting students administrative authority to assign report card grades

295. Consider the following statements regarding Constructive Alignment:
I. Learning outcomes specify what students should know and be able to do.
II. Teaching and learning activities are designed to help students achieve those outcomes.
III. Assessment tasks are designed to measure whether those outcomes have been achieved.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

296. What is the key focus of "Process Level Feedback" in formative assessment?
(A) The cognitive strategies, underlying processes, and procedural steps required to perform a task successfully
(B) Simple validation of whether an answer is right or wrong
(C) Personal praise regarding innate intelligence or character
(D) Institutional resource allocation for classroom instruction

297. Which type of rubric provides scoring guidelines for individual criteria separately, allowing target feedback across specific performance dimensions?
(A) Analytic Rubric
(B) Holistic Rubric
(C) Single-Point Rubric
(D) Cumulative Checklist

298. In effective feedback frameworks, what question does "Feed Forward" address?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Why did I fail?"

299. A Vice-Principal observing an English class notices that the teacher gives students a project assignment: "Write a 5-page research essay on climate change." No rubrics, guidelines, or exemplars are provided. When students submit their work, most struggle with structure and formatting. What advice should the Vice-Principal give the teacher to improve assessment practice?
(A) Cancel the assignment and give a standard paper-pencil test instead
(B) Provide explicit success criteria, analytic rubrics, and model exemplars prior to beginning the project, and incorporate formative draft reviews
(C) Mark the essays strictly and deduct double marks for formatting errors
(D) Ask parents to write project guidelines at home

300. What is the ultimate goal of implementing "Assessment for Learning" (AfL) and "Assessment as Learning" in school education?
(A) To transform assessment from a tool of sorting and ranking into a powerful pedagogical instrument that develops autonomous, self-regulated, and lifelong learners
(B) To replace all teacher classroom evaluations with automated machine scoring
(C) To ensure that 100% of students achieve top ranks in national board examinations
(D) To streamline administrative record-keeping for district education departments

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ANSWERS

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1. (B) An ongoing process of gathering, interpreting, and using evidence about student learning to adapt teaching to meet learning needs
Assessment for Learning represents an interactive pedagogical process where educators continuously gather, analyze, and interpret qualitative and quantitative evidence regarding student understanding during classroom instruction. This continuous feedback loop allows teachers to adjust their instructional methods in real time, while simultaneously empowering learners to recognize their progress and address specific learning gaps effectively throughout the educational process.

2. (D) It should be recognized as central to classroom practice and as a key professional skill for teachers
Assessment for Learning operates as an integral dimension of day-to-day classroom pedagogy rather than an administrative add-on. Effective implementation requires teachers to possess high-level professional skills in questioning, feedback delivery, and observational analysis. Placing assessment at the center of classroom practice ensures that instructional decisions are constantly aligned with student learning needs and developmental goals.

3. (C) Assessment as Learning emphasizes student metacognition and self-regulation, positioning the learner as the critical connector between assessment and learning
Assessment as Learning shifts the primary evaluative role directly to the student, fostering critical metacognitive skills and self-regulated learning behaviors. Unlike Assessment for Learning, which is primarily teacher-driven to adapt instruction, Assessment as Learning encourages students to personally monitor their cognitive progress, evaluate their own work against explicit criteria, and actively make strategic adjustments to their learning processes.

4. (D) Formative Assessment for Learning
Exit tickets function as quick, reflective formative tools administered at the conclusion of a lesson to gauge immediate student comprehension and lingering confusion. By collecting instant data on student understanding and unaddressed questions, teachers gain valuable insights that directly inform the planning of subsequent instructional sessions, thereby perfectly exemplifying the core principles of Assessment for Learning in daily teaching practice.

5. (C) I and III only
Formative assessment is fundamentally designed as an ongoing, process-oriented practice integrated directly into daily instruction. Its primary purpose is to provide timely, actionable feedback that helps teachers adjust their instructional strategies and enables students to bridge learning gaps during the learning process. It does not serve administrative functions like publishing final report cards or assigning competitive merit ranks.

6. (B) Increase in speculative, thoughtful, and higher-order student responses
Extending wait time after asking a question and after receiving a student response significantly enhances classroom cognitive processing. Giving students additional time allows them to construct more thoughtful, complex, and higher-order responses rather than relying on quick, superficial recall. Furthermore, increased wait time encourages wider student participation and promotes deeper, more speculative reasoning during classroom dialogue and academic discussions.

7. (C) An analytic rubric evaluates performance across distinct criteria, while a holistic rubric provides one overall integrated score
The fundamental distinction between rubric types lies in their structural level of diagnostic detail. An analytic rubric breaks down a complex performance into separate, distinct criteria and evaluates each dimension independently to provide targeted feedback. Conversely, a holistic rubric assesses the entire performance as a single integrated whole, assigning a single overall score based on general quality standards.

8. (A) Advise the teacher to provide descriptive feedback explaining strengths, areas for growth, and actionable steps to improve learning
Effective Assessment for Learning relies on descriptive feedback rather than arbitrary numerical marks or vague praise. Constructive feedback must clearly articulate what the student has performed well, identify specific areas needing improvement, and provide actionable guidance on how to bridge the gap toward desired learning targets. This approach guides cognitive development and fosters meaningful learning far better than marks.

9. (C) Open-ended divergent questions that require students to explain, justify, or evaluate core concepts
Open-ended divergent questions stimulate critical thinking by requiring students to analyze, synthesize, evaluate, and articulate their reasoning rather than simply recalling memorized facts. In a formative classroom discussion, these higher-order questions encourage deeper conceptual exploration, allow students to express alternative perspectives, and provide teachers with rich insight into student cognitive structures and potential underlying misconceptions.

10. (A) Training students on clear assessment criteria and setting ground rules for constructive critique
Successful peer assessment requires structured preparation and clear pedagogical scaffolding to ensure objectivity and value. Students must be explicitly trained on how to apply assessment criteria, interpret rubrics accurately, and deliver constructive, respectful critique. Establishing ground rules and modeling peer feedback helps eliminate personal biases, peer pressure, and subjective scoring, making the evaluation process valid and educationally beneficial.

11. (D) Metacognition, self-monitoring, and setting personal learning goals
Self-assessment plays a vital role in Assessment as Learning by systematically developing students' metacognitive capacities. When engaging in self-assessment, learners critically evaluate their own work against established standards, identify personal strengths and areas needing development, and monitor their ongoing cognitive progress. This reflective process builds internal autonomy and enables students to set meaningful personal goals for continuous academic improvement.

12. (A) Both A and R are true and R is the correct explanation of A
Formative assessment must be seamlessly embedded within daily lesson planning to monitor student comprehension continuously. Real-time gathering of learning evidence enables teachers to identify cognitive misconceptions immediately and adjust pedagogical strategies before summative evaluations occur. Thus, the capacity to modify instruction in real time logically explains why formative assessment cannot be treated as an isolated or periodic administrative event.

13. (D) Self level feedback (Personal praise or criticism of the individual learner)
Self-level feedback focuses on personal attributes, innate intelligence, or character traits rather than task execution or cognitive strategies. Educational research indicates that praise or criticism directed at the individual learner is the least effective form of feedback because it shifts attention to ego and performance anxiety, failing to provide actionable cognitive information that helps students improve learning performance.

14. (D) Analytic Rubric
An analytic rubric breaks down a performance or assignment into specific, distinct criteria and evaluates each dimension separately using descriptive scoring scales. This multi-dimensional framework provides granular feedback, allowing both teachers and students to identify precise strengths and targeted weaknesses across various components of a task, making it exceptionally valuable for formative instruction and diagnostic skill improvement.

15. (A) Process/Growth Portfolio
A process or growth portfolio systematically collects student work samples, rough drafts, teacher feedback, and personal reflections over an extended instructional period. Its primary objective is to document learning progress, intellectual growth, and evolving skills over time. By highlighting development rather than merely displaying final achievements, it provides clear evidence of a student's continuous academic journey and metacognitive awareness.

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285. In effective feedback frameworks, what question does "Feed Up" address?
(A) "Where am I going?"
(B) "How am I going?"
(C) "Where to next?"
(D) "Why am I failing?"

286. What is the primary focus of "Competency-Based Assessment"?
(A) Evaluating student ability to apply core knowledge, skills, and attitudes in authentic, real-world contexts
(B) Testing speed of verbatim recall of standard definitions
(C) Ranking students relative to classmates on a normal distribution curve
(D) Assessing physical neatness of handwritten student notebooks

287. Which cognitive level of Revised Bloom's Taxonomy is engaged when a student "Judges the logical validity of a philosophical argument using explicit evaluative criteria"?
(A) Understanding
(B) Applying
(C) Analyzing
(D) Evaluating

288. A primary school Principal reviews term assessment records and finds that 40% of Grade 3 students failed a unit test on basic subtraction. Item analysis reveals that almost all errors occurred on problems requiring borrowing across zeros (e.g., $500 - 267$). What administrative-pedagogical instruction should the Principal give to the teaching staff?
(A) Issue failing report cards to parents immediately
(B) Require teachers to pause the syllabus schedule and conduct targeted diagnostic re-teaching on place value and subtraction across zeros using concrete manipulatives before re-assessing
(C) Delete subtraction across zeros from the Grade 3 mathematics sequence entirely
(D) Order teachers to give extra written homework drills on identical numbers

289. What is the defining characteristic of a "Showcase Portfolio"?
(A) A curated selection of a student's exemplary work chosen to demonstrate high mastery and accomplishment
(B) A collection of working rough drafts and daily worksheets
(C) An administrative archive of student attendance logs
(D) A storage folder for un-graded examination papers

290. What is the main pedagogical risk of relying exclusively on "Evaluative Feedback" (marks, letter grades, general praise) without "Descriptive Feedback"?
(A) It directs student focus toward ego, competition, and social comparison rather than actionable cognitive strategies and learning growth
(B) It takes too much teacher time to calculate
(C) It is inconsistent with formative assessment principles
(D) It automatically lowers overall school pass percentages

291. Which of the following is an example of "Assessment AS Learning"?
(A) A student keeping a reflective learning journal to monitor personal progress, analyze mistakes, and refine study methods
(B) A teacher scoring final board exam papers using an official marking key
(C) An external inspector auditing school academic standards
(D) A standardized national diagnostic reading assessment

292. In Bloom's Revised Taxonomy, what cognitive process involves "Putting elements together to form a coherent or functional whole, or reorganizing elements into a new pattern or structure"?
(A) Analyzing
(B) Evaluating
(C) Creating
(D) Applying

293. What is the primary operational advantage of "Criterion-Referenced Assessment" over "Norm-Referenced Assessment" in competency-based education?
(A) It measures student achievement against fixed, explicit mastery standards rather than relative class ranking, allowing all students to succeed
(B) It guarantees a strict 10% failure rate for quality control
(C) It eliminates the need for clear scoring rubrics or success criteria

24. (B) It describes target proficiency criteria only, leaving open space for individualized feedback on growth areas and strengths
A single-point rubric simplifies performance evaluation by outlining criteria exclusively for target proficiency. Unlike traditional multi-level rubrics that contain extensive grid descriptions for every performance level, a single-point rubric leaves open space on either side of the target standards. This layout encourages teachers to provide flexible, highly individualized descriptive feedback regarding specific student strengths and areas requiring future growth.

25. (A) A student's reflection on why work was chosen, challenges faced, and how learning improved
A reflective portfolio entry is defined by the inclusion of meaningful metacognitive self-analysis. Rather than merely presenting completed assignments or external test scores, a reflective entry requires the student to articulate why specific artifacts were selected, analyze challenges encountered during the task, and explain how their understanding and skills evolved through the learning and revision process.

26. (D) Creating
According to Revised Bloom's Taxonomy, the "Creating" level involves putting elements together to form a coherent, functional whole or reorganizing components into a novel structure. Designing an original experiment requires students to formulate hypotheses, plan procedures, and synthesize knowledge in a new way, representing the highest order of cognitive processing within the taxonomy's structured framework.

27. (C) Demonstrated mastery of learning outcomes, practical skills, and real-world applications
Competency-based education structures assessment around explicit, measurable learning outcomes rather than instructional seat time or mechanical memorization. Assessment instruments in this framework are engineered to evaluate whether students can demonstrate functional mastery of essential competencies, perform key skills effectively, and apply acquired knowledge to solve problems in authentic, real-world contexts across diverse academic settings.

28. (B) Conduct targeted remedial instruction addressing common denominator misconceptions before proceeding
Identifying widespread student errors through diagnostic assessment necessitates immediate instructional modification. When a majority of students exhibit specific procedural or conceptual misconceptions, such as adding fractions incorrectly without finding common denominators, the teacher must pause new curriculum delivery to conduct targeted remedial instruction, re-explaining fundamental principles until conceptual clarity and mathematical mastery are fully achieved.

29. (C) Providing objective rubrics and conducting practice calibration sessions using exemplar work
Implementing objective peer assessment requires minimizing subjective bias and personal favoritism among middle school students. Providing explicit, criterion-referenced rubrics combined with guided calibration practice using exemplar work enables students to understand scoring standards clearly. Training students on benchmark samples ensures consistent evaluative judgment, fostering constructive, impartial feedback that supports meaningful peer learning across classroom activities.

30. (A) Directing questions exclusively to hand-raising high achievers to keep classroom tempo fast
Directing questions solely to high-achieving volunteers who raise their hands quickly undermines equitable formative assessment. This practice excludes passive or struggling learners, distorts the teacher's perception of overall classroom understanding, and denies many students valuable thinking opportunities. Effective questioning strategies must engage all learners equitably using techniques like cold calling, adequate wait time, and inclusive discussion prompts.

31. (C) To identify prior knowledge, entry skills, and misconceptions for instructional planning
Baseline assessment is administered at the start of an academic term or instructional unit to establish a clear picture of students' entry-level capabilities. By evaluating prior knowledge, baseline skills, and potential misconceptions, teachers gather vital diagnostic data required to plan differentiated instruction, adjust teaching

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strategies, and set appropriate learning targets suited to current student readiness.

32. (B) Assessments should offer accommodations in format, timing, response modes, and assistive technology based on needs
Inclusive assessment practices mandate providing appropriate accommodations to ensure equal opportunity for Children with Special Needs without altering core learning standards. Modifying assessment formats, extending time limits, allowing alternative response modes, and integrating assistive technologies remove systemic barriers. These adaptations allow diverse learners to accurately demonstrate their knowledge, skills, and conceptual understanding within formative learning environments.

33. (B) Formative reflection and checking understanding
The "3-2-1 Summary" strategy serves as a concise formative assessment tool that encourages student reflection and self-monitoring at the end of a lesson. By asking learners to articulate key concepts learned, interesting insights, and remaining questions, teachers quickly check overall classroom comprehension while prompting students to synthesize their learning and identify areas needing further clarification.

34. (D) Evaluating student performance against defined, predetermined learning standards
Criterion-referenced assessment measures an individual student's learning performance directly against pre-established, objective standards or learning criteria. Unlike norm-referenced evaluation, which ranks students relative to peer group performance, criterion-referenced assessment determines whether a learner has successfully mastered specific competencies, knowledge, or performance benchmarks, regardless of how well or poorly other students perform on the same task.

35. (A) Both A and R are true and R is the correct explanation of A
Effective formative assessment requires descriptive feedback because it provides specific, actionable guidance on how to bridge the gap between current achievement and target outcomes. In contrast, evaluative feedback like letter grades or general praise triggers ego-defensiveness or complacency. Therefore, the cognitive focus of descriptive feedback directly explains why it is superior for driving student achievement.

36. (A) A student using a self-monitoring checklist to track comprehension and adjust reading strategies
Assessment as Learning occurs when students actively monitor their own cognitive processes and take responsibility for their learning growth. A student using a self-monitoring checklist to track reading comprehension, identify gaps, and adjust cognitive strategies directly exemplifies this concept, as the student functions as the critical connector between assessment evidence and reflective learning behavior.

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37. (C) It helps teachers identify systematic cognitive misconceptions to guide re-teaching strategies
Error analysis serves a crucial diagnostic function in formative assessment by systematically analyzing student mistakes to uncover underlying cognitive barriers and flawed reasoning patterns. Rather than penalizing incorrect answers, teachers use error analysis to diagnose specific conceptual misunderstandings, enabling them to design targeted re-teaching activities and scaffolded interventions that address the precise sources of student learning difficulties.

38. (A) Critique
Within Revised Bloom's Taxonomy, the verb "critique" directly aligns with the "Evaluating" cognitive level. Evaluating involves making reasoned judgments based on explicit criteria and standards. Critiquing requires students to analyze work, detect internal inconsistencies or logical fallacies, and judge the overall validity or quality of ideas, arguments, or products using structured evaluative frameworks.

39. (D) Directing a student's answer to another student for evaluation, elaboration, or counter-argument
Bounce questioning is an interactive classroom technique where a teacher redirects one student's response or question to another student for further elaboration, evaluation, or counter-argument. This strategy fosters student-to-student discourse, encourages active listening, and promotes critical thinking, shifting the classroom dynamic away from teacher-dominated dialogue toward collaborative conceptual exploration and peer-led learning.

40. (B) I, II and IV only
High-quality rubrics for Assessment for Learning must feature clearly defined criteria linked to learning goals, detailed performance descriptors across proficiency levels, and pre-task accessibility for students. Ambiguous scoring guidelines prevent transparent evaluation and impede student self-regulation, making clarity, explicitly defined standards, and student availability essential components of effective formative rubric design.

41. (B) Diagnostic competency-based assessment measuring core concepts to improve school systems
Structured Assessment for Analyzing Learning (SAFAL) is designed as a diagnostic, competency-based assessment tool administered at key developmental stages in school education. Rather than serving as a high-stakes pass/fail examination for student sorting, SAFAL evaluates foundational learning outcomes and core concepts, providing institutional data to drive systemic improvements in teaching and curriculum transaction.

42. (B) Engaging all students in active thinking, peer articulation, and checking understanding
Think-Pair-Share is a collaborative learning structure that promotes active cognitive engagement across the entire classroom. By giving students individual thinking time, followed by peer discussion and whole-class sharing, this strategy ensures universal participation. It allows teachers to check understanding formatively in real time while encouraging students to articulate, clarify, and refine their thinking through peer interaction.

43. (D) Asking students to identify the most unclear part of a completed lesson
The "Muddiest Point" technique is a brief formative check where students are prompted to identify the most confusing or unclear concept from a lesson. Collecting this immediate feedback allows teachers to quickly diagnose widespread misunderstandings and adjust subsequent instruction, ensuring that key conceptual hurdles are directly addressed before advancing to new learning topics.

44. (B) Focusing on cognitive strategies and processing steps needed to complete tasks
Process level feedback targets the underlying cognitive mechanisms, procedural steps, and problem-solving strategies required to complete a task successfully. Rather than merely confirming answer correctness or offering general personal praise, process feedback guides students in analyzing relationships, applying appropriate strategies, and developing deeper conceptual pathways necessary for independent learning mastery.

45. (D) I, II and III
Assessment for Learning and Assessment of Learning differ fundamentally across purpose, timing, and orientation. Assessment for Learning is continuous, process-oriented, and conducted during instruction to guide ongoing learning. Conversely, Assessment of Learning is summative, product-oriented, and executed after instruction to certify final achievement. All three comparative statements accurately reflect these essential pedagogical distinctions.

46. (B) Displaying a curated selection of a student's best work to show achievement and mastery
A showcase portfolio is purposefully designed to highlight an individual student's highest accomplishments and exemplary work products. Unlike process portfolios that document growth over time through drafts and reflections, a showcase portfolio features a carefully curated collection of polished work, demonstrating final mastery, expertise, and overall competence achieved by the end of an instructional period.

47. (B) Demonstrated mastery of the core competency, regardless of time taken
Competency-based education operates on the principle that student advancement is determined strictly by demonstrated proficiency in defined learning outcomes rather than fixed seat time. Learners progress to subsequent learning objectives only when they demonstrate mastery of the required core competency, allowing instruction to accommodate individual learning paces while maintaining unwavering standards of performance quality.

48. (B) It promotes student ownership, understanding of success criteria, and self-regulation
Co-creating assessment rubrics with students actively engages them in defining what successful

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16. (B) Learning outcomes, instructional activities, and assessment tasks
Constructive alignment is a core principle in instructional design which dictates that effective learning occurs when intended learning outcomes, instructional activities, and assessment tasks are systematically aligned. Intended outcomes define what students should master, instructional activities provide relevant learning experiences to achieve those goals, and assessment tasks directly measure whether those specified learning outcomes have been successfully attained by students.

17. (C) Rote memorization and mechanical reproduction of content
Competency-based assessment fundamentally shifts educational focus away from passive rote memorization and mechanical content reproduction toward the practical application of knowledge and skills. Rather than testing whether students can recall isolated facts under timed conditions, it evaluates whether learners can demonstrate mastery of defined outcomes and effectively apply their learning in real-world, authentic contexts across diverse academic settings.

18. (B) I, III and IV only
Exit slips, diagnostic error analysis tests, and peer feedback on preliminary drafts are all formative and diagnostic strategies designed to monitor learning progress, uncover misconceptions, and inform ongoing instruction. In contrast, an annual standardized terminal examination is a summative tool used to evaluate cumulative learning outcomes and award final grades at the conclusion of an instructional period.

19. (C) Identifies root causes of persistent learning difficulties and misconceptions
While baseline placement assessment simply evaluates entry-level knowledge and general readiness prior to instruction, diagnostic assessment goes deeper by identifying specific cognitive hurdles, persistent error patterns, and underlying misconceptions. This targeted analytical focus enables educators to uncover the precise root causes of learning difficulties and design tailored remedial interventions to address individual student academic needs effectively.

20. (D) By using real-time data on student readiness and learning profiles to adapt instruction and task design
Formative assessment provides continuous, real-time data regarding student learning profiles, readiness levels, and conceptual mastery in heterogeneous classrooms. Teachers utilize this rich diagnostic evidence to adapt instructional strategies, modify task complexity, and provide flexible support suited to individual needs. This adaptive approach ensures that differentiated instruction directly addresses diverse learning paces and academic capabilities within the classroom.

21. (B) Metacognition
Metacognition refers to the higher-order cognitive ability to think about one's own thinking processes. It encompasses self-awareness, active monitoring, and intentional regulation of comprehension during learning activities. When students engage in metacognitive practices, they reflect on their understanding, evaluate the effectiveness of chosen cognitive strategies, and make necessary adjustments to optimize their learning outcomes and problem-solving efficiency.

22. (D) I, II and III
Effective formative feedback relies on three interconnected questions that direct learning progress. "Feed Up" clarifies target learning goals ("Where am I going?"), "Feed Back" evaluates current achievement relative to those standards ("How am I going?"), and "Feed Forward" outlines actionable strategies for future growth ("Where to next?"). Together, all three dimensions form a comprehensive formative loop.

23. (C) Use open-ended inquiry tasks, concept maps, and formative feedback loops during instruction
Moving away from recall-based true/false testing requires adopting formative strategies that promote deeper conceptual understanding. Implementing open-ended inquiry tasks, concept mapping, and continuous formative feedback loops allows teachers to evaluate higher-order thinking and track student reasoning. This pedagogical shift aligns instruction directly with Assessment for Learning principles by transforming evaluation into an interactive tool for learning improvement.

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influences thematic elements across two texts requires them to analyze underlying assumptions, correlate contextual factors, and deconstruct text structures beyond superficial factual recall.

57. (B) To make visible what high-quality work looks like relative to rubric criteria
Exemplars serve as concrete visual benchmarks that translate abstract rubric criteria into clear, tangible standards. Analyzing previous work samples across different achievement levels enables current students to understand what high-quality performance looks like in practice. This concrete clarity demystifies success standards, supporting accurate self-assessment and guiding students in structuring their own work.

58. (B) Students can manage their own learning when taught metacognitive self-assessment skills
Assessment as Learning rests on the foundational assumption that learners are active agents capable of monitoring, directing, and adjusting their own cognitive development. When explicitly taught metacognitive reflection and self-assessment skills, students transform from passive recipients of teacher grades into active, self-regulated managers of their ongoing intellectual growth and skill acquisition.

59. (B) "Your thesis is clear, but paragraph 3 lacks supporting evidence. Add two historical sources."
Effective descriptive feedback provides clear, specific, and actionable information regarding current performance relative to target learning goals. Pointing out that a thesis is clear while identifying paragraph 3's lack of supporting evidence—along with recommending two historical sources—gives the student precise, constructive direction needed to make immediate cognitive adjustments and improve writing quality.

60. (B) To provide continuous evidence tracking student progress toward specific learning outcomes
In outcome-based education systems, learning is defined by explicit, measurable competencies. The primary role of formative assessment is to generate continuous qualitative and quantitative evidence tracking student progress toward these outcomes. This continuous evidence loop informs instructional adjustments, ensures timely scaffolding, and guarantees that every student achieves the defined standards of performance mastery.

61. (B) Polling / Traffic Light System
Real-time polling and traffic light signaling systems provide teachers with instant, visual formative data regarding entire classroom understanding during a lesson. By using colored cards or digital response tools, all students simultaneously indicate their comprehension level. This immediate feedback enables the teacher to gauge overall conceptual grasp instantly and make on-the-spot instructional modifications.

62. (A) Both A and R are true and R is the correct explanation of A
Effective remedial instruction must be informed by accurate diagnostic evidence to be successful. Diagnostic assessment uncovers specific cognitive gaps, procedural errors, and underlying misconceptions held by students. Identifying these exact learning barriers allows teachers to target remedial interventions precisely, directly explaining why diagnostic pre-assessment is an essential prerequisite to planning effective remediation.

63. (C) Student performance is judged against fixed learning standards independent of peer scores
Criterion-referenced assessment evaluates a student's demonstrated knowledge and skills against predetermined, objective performance standards. In a competency-based curriculum, an individual's evaluation depends entirely on whether they have achieved specific learning outcomes, remaining completely unaffected by how well or poorly their classmates perform on the same assessment task.

64. (B) A framework where peers state two strengths ("stars") and one area for improvement ("wish")
"Two Stars and a Wish" is a structured peer feedback strategy designed to keep student critique balanced and constructive. Evaluators identify two positive aspects or strengths of a peer's work ("stars") along with one specific, actionable suggestion for future improvement ("wish"). This simple structure makes peer review accessible, encouraging, and focused on growth.

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120. (A) Both A and R are true and R is the correct explanation of A
Assessment as Learning explicitly places the student at the center of the evaluation process as a reflective monitor. Developing metacognitive capacities allows learners to evaluate their own comprehension and adapt study strategies independently, directly explaining why Assessment as Learning positions the student as the critical connector between assessment and learning.

121. (A) Applying
Carrying out or applying a procedure to an unfamiliar task or context represents the "Applying" level of Revised Bloom's Taxonomy. It requires students to execute procedural knowledge and select appropriate algorithms, concepts, or formulas to solve novel problems, demonstrating functional application beyond basic memorization or passive comprehension.

122. (A) Assessment tasks are designed directly to measure achievement of Learning Outcomes
Outcome-based assessment is characterized by direct alignment between explicit learning outcomes and assessment tasks. Evaluation instruments are engineered specifically to gather valid evidence of student mastery across predetermined learning outcomes, ensuring that assessment directly measures demonstrated competencies, practical skills, and conceptual understanding.

123. (B) To make student thinking and conceptual relationships visible for immediate feedback
Graphic organizers, such as concept maps and Venn diagrams, visually structure information, making internal cognitive structures and conceptual relationships visible. In formative assessment, these visual tools expose student reasoning, connections, and underlying misconceptions instantly, allowing teachers to deliver timely feedback and targeted instructional adjustments.

124. (C) Descriptive feedback provides actionable guidance; evaluative feedback merely assigns a grade
The key distinction between feedback types lies in their instructional utility. Descriptive feedback provides actionable, qualitative guidance that explains performance strengths and specific steps to bridge learning gaps. Conversely, evaluative feedback simply assigns a grade, mark, or general judgment, offering no concrete strategies to help students improve.

125. (B) Balance basic mechanics checks with varied tasks (storytelling, journals) focused on comprehension
Developmentally appropriate assessment in primary grades requires balancing mechanics checks with varied tasks like storytelling and reflective journaling. Overemphasizing speed-spelling and handwriting penalizes young learners excessively. Incorporating diverse tasks focused on expression and comprehension provides a holistic, supportive evaluation environment that fosters language development naturally.

126. (B) Administering a targeted 5-question check to isolate place value misconceptions in subtraction
A diagnostic assessment task in primary mathematics focuses on isolating specific conceptual hurdles. Administering a brief, targeted check designed to uncover place value errors during subtraction allows the teacher to pinpoint exact procedural or conceptual flaws, gathering actionable evidence required to deliver effective remedial instruction.

127. (B) A 360-degree, multidimensional report across cognitive, affective, and psychomotor domains
A Holistic Progress Card (HPC) provides a comprehensive, 360-degree assessment profile of a student across cognitive, affective, and psychomotor development domains. Moving beyond traditional numerical mark sheets, it incorporates self-assessment, peer feedback, and qualitative teacher observations to capture a holistic, multidimensional picture of student growth.

128. (B) To make rubric descriptors concrete by illustrating varied performance levels in student work
Using exemplars alongside rubrics grounds abstract scoring descriptors in concrete reality. Examining actual work samples representing varying proficiency levels helps students visualize what success looks like in practice. This concrete understanding demystifies criteria, sharpens evaluative judgment, and guides students in producing higher-quality work.

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74. (B) It reveals items with high error rates, pointing to concepts needing class-wide re-teaching
Conducting item analysis on diagnostic tests provides valuable empirical data regarding student performance patterns across specific test items. Identifying questions with disproportionately high error rates highlights widespread conceptual misunderstandings or procedural flaws, signaling to the teacher that specific topics require class-wide re-teaching, clarification, or modified instructional scaffolding before moving forward.

75. (B) Shift toward play-based, activity-based, and portfolio assessments without testing stress
Foundational learning frameworks for young children prioritize holistic, stress-free development. Emphasizing foundational stages requires shifting assessment strategies away from formal, high-stakes written tests toward continuous observational checks, play-based activities, interactive tasks, and portfolio collections. This developmentally appropriate approach evaluates young learners naturally while fostering curiosity, creativity, and emotional well-being.

76. (C) Holistic Rubric
A holistic rubric is the most time-efficient scoring tool for evaluating large numbers of student assignments quickly. By assessing performance as a single unified whole and providing one overall score based on general quality descriptors, holistic rubrics streamline the grading process when detailed, dimension-by-dimension diagnostic analysis is not strictly required.

77. (A) It focuses on task execution, such as answer accuracy or missing information
Task level feedback targets the direct correctness and completeness of a specific student output. It informs learners whether an answer is right or wrong, identifies missing information, and points out factual errors. While essential for foundational accuracy, task level feedback focuses on immediate performance depth rather than broader cognitive processing strategies.

78. (B) Use anonymous peer reviews, supply rubrics, and model evaluation using benchmark samples
To eliminate personal bias and peer pressure in peer evaluation, teachers should introduce anonymous review procedures. Providing explicit scoring rubrics and modeling evaluation techniques using benchmark exemplars calibrates student judgment. These structured measures ensure that peer assessment remains objective, valid, and focused on learning criteria rather than personal relationships among classmates.

79. (B) Validity
Validity is the fundamental psychometric property that ensures an assessment tool accurately measures the specific learning objective, skill, or construct it was designed to evaluate. High validity means the test items closely reflect intended learning outcomes without being distorted by irrelevant variables, ensuring that inferences drawn from assessment results are sound and meaningful.

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80. (A) To identify chosen wrong options to uncover underlying student misconceptions
In formative assessment, distractor analysis involves examining the specific incorrect options selected by students in multiple-choice questions. Well-designed distractors reflect common cognitive errors and flawed reasoning. Analyzing distractor selection patterns allows teachers to uncover precise student misconceptions, enabling targeted instructional interventions to resolve specific mathematical or conceptual confusion effectively.

81. (C) Students setting learning goals, monitoring understanding, and reflecting on learning
Assessment as Learning emphasizes student metacognition, agency, and self-regulation. Its core element involves students taking active responsibility for their learning by setting personal goals, continuously monitoring their comprehension, and reflecting critically on their progress. This reflective process transforms assessment into a active learning tool that fosters lifelong, autonomous learning capabilities.

82. (C) Analyzing
Comparing and contrasting economic policies requires breaking down complex systems into constituent parts, examining relationships, and analyzing underlying principles. In Revised Bloom's Taxonomy, evaluating similarities, differences, and structural connections between two distinct entities directly engages the "Analyzing" cognitive domain, moving well beyond basic recall or simple comprehension.

contribution to another student for comment, expansion, or evaluation. Rather than validating answers directly, the teacher bounces responses across the classroom, transforming monologue exchanges into dynamic peer dialogue that builds collaborative thinking, active listening, and collective conceptual reasoning.

102. (B) Suggest using Exit Slips, Think-Pair-Share, or mini-whiteboards during and after class
Relying on silent student nods provides unreliable feedback regarding actual comprehension. Teachers should implement active formative checking techniques such as exit slips, Think-Pair-Share, or mini-whiteboards. These tools elicit visible learning evidence from all students, enabling the teacher to evaluate conceptual grasp accurately and adjust instruction based on verified learning needs.

103. (D) Comparing individual performance against fixed learning standards/criteria
Criterion-referenced assessment evaluates individual student performance directly against established learning standards and explicit success criteria. The primary focus is determining whether a learner has attained defined knowledge and skills, independent of peer performance. This approach ensures transparent evaluation aligned directly with objective outcome standards across educational programs.

104. (B) It uncovers cognitive strengths and persistent learning gaps to inform remedial teaching
Diagnostic assessment systematically investigates student learning to identify specific cognitive strengths, persistent errors, and underlying conceptual misconceptions. Uncovering these learning barriers provides teachers with precise diagnostic data necessary to design targeted remedial interventions, adjust pedagogical strategies, and deliver effective scaffolded support to resolve learning gaps.

105. (A) When students acquire foundational knowledge or practice procedural skills
Immediate feedback is most beneficial when students are learning foundational concepts or practicing procedural skills. Timely correction prevents the reinforcement of errors and flawed mental models in working memory. Providing immediate guidance enables learners to correct mistakes right away, establishing accurate baseline knowledge required for subsequent complex skill execution.

106. (B) Students using a writing rubric to self-evaluate and edit draft essays before submission
Assessment as Learning occurs when students actively engage in self-regulation and metacognitive monitoring. Using explicit writing rubrics to evaluate and revise draft essays before final submission empowers students to critique their own work, identify growth areas, and independently improve quality, making them active managers of their learning processes.

107. (B) It provides criterion-specific feedback across performance dimensions to target growth
The primary advantage of an analytic rubric is its capacity to deliver detailed, criterion-specific feedback across distinct performance dimensions. By scoring separate components individually, analytic rubrics pinpoint precise student strengths and weaknesses, offering actionable qualitative insights that guide targeted revisions and skill development far more effectively than holistic scores.

108. (A) I, II and IV only
Effective differentiated assessment incorporates flexible tiered tasks matched to readiness, offers multiple project entry/exit points, and utilizes visual/oral options for CWSN. Rigid, uniform speed tests ignore individual learning profiles and fail to accommodate diverse readiness levels, making them inconsistent with differentiated pedagogical assessment principles.

109. (A) Aligning learning outcomes, teaching strategies, and assessments
Constructive alignment is characterized by structural harmony among intended learning outcomes, instructional activities, and assessment methods. Intended outcomes define what students must achieve, learning activities provide experiences designed to foster those outcomes, and assessment tasks directly measure their attainment, ensuring a coherent, effective educational framework.

110. (B) Temporary support provided by teachers or peers to help master tasks beyond independent reach
In formative assessment, scaffolding represents temporary instructional support offered by teachers or peers to help learners master complex

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92. (B) It contains targeted items designed to isolate specific learning gaps and misconceptions
A diagnostic test is engineered with specialized items that pinpoint specific learning hurdles, procedural errors, and conceptual misconceptions. Unlike broad achievement tests that summarize overall mastery, diagnostic instruments isolate exact cognitive barriers, providing actionable data needed to plan targeted remedial instruction and tailored scaffolded support for struggling learners.

93. (B) Enabling students to independently identify errors using rubrics and revise work
Self-correction is a core component of Assessment as Learning that fosters student independence and self-regulation. By utilizing explicit criteria and rubrics, students analyze their own work, identify errors, and independently apply corrective strategies to revise their output. This reflective loop builds internal accountability and deepens conceptual understanding through continuous self-directed revision.

94. (C) Creating
Within Revised Bloom's Taxonomy, the "Creating" domain represents the highest level of cognitive processing. It involves putting disparate elements together to form a coherent, original whole or reorganizing components into a new structural pattern. Tasks requiring students to generate novel ideas, design original products, or synthesize complex solutions engage this creative level.

95. (A) It describes criteria for target proficiency only, leaving space for open-ended feedback
A single-point rubric is defined by its concise structure, containing descriptive standards exclusively for target proficiency. Surrounding the target column are open spaces for qualitative comments regarding strengths and areas needing growth. This streamlined design avoids complex multi-level grids, facilitating focused, highly individualized descriptive feedback for students.

96. (B) Attributing performance solely to fixed innate ability (e.g., "You're not a math person")
Attributing student performance to fixed, innate ability damages intrinsic motivation and fosters a fixed mindset. When feedback suggests that achievement is determined solely by intelligence rather than effort, strategy, and perseverance, students feel powerless facing academic challenges. Effective feedback must emphasize growth, effort, and actionable strategies to promote resilience.

97. (B) Documenting the learning journey, including drafts, reflections, feedback, and revisions
A process portfolio is designed to capture a complete record of student learning over time. Rather than containing only polished final products, it archives preliminary drafts, reflective notes, feedback comments, and subsequent revisions. This longitudinal documentation makes cognitive growth visible, emphasizing the iterative nature of skill acquisition and self-regulated learning.

98. (A) I and II only
Competency-based assessment focuses on evaluating the practical application of knowledge and skills in authentic contexts through continuous, multi-modal evidence collection. It rejects exclusive reliance on timed, memorization-based written exams, ensuring that evaluation measures true functional mastery and practical problem-solving capability across defined learning standards.

99. (B) Identifying learning hurdles early and providing scaffolding, feedback, and interventions
Formative assessment promotes inclusion by detecting learning hurdles early in the instructional cycle. Identifying specific cognitive gaps allows teachers to provide timely scaffolded support, targeted interventions, and actionable feedback tailored to individual readiness levels. This continuous support structure enables students with low academic readiness to master grade-level concepts successfully.

100. (C) Awareness of one's own cognitive processes and strategic knowledge about effective learning
In Revised Bloom's Taxonomy, metacognitive knowledge involves self-awareness regarding one's own cognitive processes, memory capacities, and learning strategies. It encompasses knowledge of reflective techniques, awareness of task demands, and strategic self-knowledge enabling learners to monitor, adapt, and regulate their cognitive performance during complex learning tasks.

101. (B) Bounce questioning / Peer response prompt ("What do you think of Sunita's answer?")
Bounce questioning prompts student-to-student interaction by redirecting one learner's

139. (D) Creating
Formulating a new hypothesis based on unexpected experimental results requires synthesizing existing knowledge, making creative inferences, and generating novel explanations. Within Revised Bloom's Taxonomy, synthesizing diverse inputs to build an original conceptual framework or testable hypothesis represents the "Creating" level of cognitive processing.

140. (B) Helping students develop awareness of learning needs, set targets, and monitor growth
Self-assessment fosters learner autonomy by developing students' metacognitive self-awareness. When engaging in self-assessment, learners evaluate their performance against criteria, identify specific learning needs, set personal growth targets, and track their ongoing progress, transforming them into active, self-directed managers of their continuous intellectual development.

141. (B) Summarizing and reporting student achievement at a specific point in time against standards
Assessment of Learning is summative in nature, occurring at predetermined intervals to evaluate and certify cumulative student achievement against established curriculum standards. Its primary purpose is to summarize overall learning, assign grades, and provide formal reports to stakeholders regarding student proficiency at a given point in time.

142. (B) Using non-volitional methods like cold calling or response cards combined with think time
Engaging all students during formative checks requires non-volitional response strategies such as cold calling, polling, or mini-whiteboards paired with adequate think time. These inclusive techniques prevent discussion domination by quick volunteers, ensure universal participation, and provide teachers with accurate, representative insights into whole-class understanding.

143. (B) Showcase Portfolio
A showcase portfolio features a curated collection of a student's finest work, specifically selected to demonstrate ultimate mastery, high achievement, and accomplishment upon completing a course or educational program. It serves as a cumulative display of expertise rather than a longitudinal record of rough drafts and growth.

144. (C) "Where to next?"
In formative feedback theory, "Feed Forward" addresses the critical question "Where to next?" It provides students with forward-looking, actionable strategies and guidance needed to extend learning, tackle subsequent challenges, and achieve continuous academic growth beyond current task boundaries.

145. (B) Direct teachers to include scenario-based, application, and analytical questions testing understanding
Aligning secondary science assessment with competency-based guidelines requires moving away from verbatim recall questions toward items that measure application, analysis, and problem-solving. Teachers should incorporate scenario-based tasks that test conceptual understanding and functional application, ensuring assessments measure genuine scientific competencies effectively.

146. (B) "Your calculation is incorrect because units were not converted to meters first."
Process level feedback targets the underlying procedural steps and cognitive strategies required to complete a task. Pointing out that a calculation is incorrect due to a failure to convert units to meters provides explicit, strategy-focused guidance, helping the student recognize and correct operational procedural errors.

147. (B) Re-teaching specific concepts using alternative strategies targeted at misconceptions
Diagnostic remediation aims to resolve identified learning gaps by re-teaching specific concepts using alternative instructional methods tailored to student misconceptions. Rather than simply repeating failed instruction, effective remediation addresses root cognitive barriers through scaffolded support and varied explanations to ensure complete conceptual mastery.

148. (A) Ensuring learning outcomes, instructional activities, and assessment tasks are coherently linked
Constructive alignment in lesson design means establishing systemic coherence between intended learning outcomes, teaching activities, and assessment tasks. Learning goals define expected achievement, instructional activities facilitate skill acquisition, and assessment tasks measure outcome attainment, creating a unified and effective pedagogical framework.

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tasks within their Zone of Proximal Development. As student competence increases, this structured guidance is systematically faded, fostering autonomous problem-solving and self-directed mastery over targeted learning objectives.

111. (B) Understanding
Classifying geometric shapes into regular and irregular polygons based on defining properties demonstrates comprehension of mathematical concepts. In Revised Bloom's Taxonomy, categorization requires interpreting, exemplifying, and categorizing information using established conceptual rules, placing this task within the "Understanding" cognitive domain rather than simple factual recall.

112. (B) They reveal student thought processes, reasoning, and conceptual understanding depth
Open-ended questions are superior for formative assessment because they prompt students to explain their reasoning, construct explanations, and justify conclusions. Unlike closed-ended items that merely verify factual recall, open-ended prompts expose internal thought processes and cognitive structures, providing teachers with rich diagnostic insights to guide ongoing instruction.

113. (B) Assessing curricular and co-curricular domains continuously using formative and summative tools
Continuous and Comprehensive Evaluation (CCE) aims to evaluate all aspects of student growth across curricular and co-curricular domains continuously. Effective implementation utilizes a balanced mix of formative and summative assessment tools to monitor cognitive, affective, and psychomotor development over time, eliminating excessive exam stress and promoting holistic learning growth.

114. (A) Clarifying the ultimate learning target for the student ("Where am I going?")
In formative feedback theory, "Feed Up" establishes clear direction by explicitly communicating learning targets, success criteria, and ultimate achievement expectations to the learner ("Where am I going?"). Clarifying target goals upfront provides students with a roadmap, enabling them to align their cognitive efforts and monitor progress effectively.

115. (A) I and II only
Effective peer assessment requires explicit rubrics and thorough training using benchmark exemplars to ensure objective, constructive feedback. Allowing peer marks to dictate final official report card grades without teacher moderation compromises evaluation validity, as peer feedback is meant formatively to enhance learning rather than replace teacher professional scoring.

116. (A) Evaluating achievement against predetermined proficiency standards
Criterion-referenced evaluation in competency-based education measures a student's learning achievement against predetermined, explicit proficiency standards and performance benchmarks. Rather than ranking learners against peers, it determines whether an individual has demonstrated absolute mastery of required competencies, ensuring fair, objective evaluation aligned directly with learning outcomes.

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117. (A) A collection of student work gathered to demonstrate attainment of grade-level standards
An evaluation portfolio is a targeted collection of student work compiled specifically to document the attainment of grade-level learning standards and competencies. Used primarily for summative assessment, it contains curated evidence demonstrating mastery across prescribed outcomes, allowing educators to evaluate overall cumulative achievement accurately.

118. (B) Enabling students to plan, monitor, and adjust their own learning approaches
Metacognitive strategies play a vital role in self-assessment by enabling students to plan, monitor, and evaluate their own cognitive processing. By developing awareness of how they learn, students can reflect on problem-solving approaches, identify strategy flaws, and make self-directed adjustments, fostering higher levels of academic autonomy and learning effectiveness.

119. (B) Probing questioning
Probing questioning involves asking follow-up prompts like "Why?" or "What evidence supports your claim?" after an initial student answer. This technique encourages learners to clarify, elaborate, and justify their reasoning, guiding them toward deeper cognitive processing, explicit articulation of evidence, and critical examination of their own underlying assumptions.

65. (B) Allowing varied ways to demonstrate learning (e.g., presentations, reports, models) by profile
Differentiating the "Product" dimension involves modifying the format or mode through which students demonstrate their mastery of learning targets. Providing options such as written reports, oral presentations, or physical models allows diverse learners to align assessment demonstrations with their unique learning profiles, strengths, and preferences while maintaining uniform, high academic standards.

66. (A) Execute
Within Revised Bloom's Taxonomy, the verb "execute" directly represents the "Applying" cognitive domain. Applying involves carrying out or using a procedure in a given, familiar situation. Executing occurs when a learner routinely applies established procedural knowledge, algorithms, or formulas to complete a familiar task or solve a standard academic problem correctly.

67. (B) Systematic teacher observation with rubrics during group problem-solving tasks
Assessing collaborative problem-solving skills requires evaluating real-time interpersonal dynamics, communication, and collective reasoning. Systematic teacher observation utilizing structured rubrics during active group tasks allows educators to monitor and assess ongoing collaboration, negotiation, and strategy application directly, capturing nuanced behaviors that traditional individual written tests cannot measure effectively.

68. (B) I, II and III only
A complete formative assessment feedback loop requires establishing target learning goals ("Where the learner is going"), identifying current performance levels ("Where the learner is right now"), and taking pedagogical action to close the gap. Publicly assigning competitive numerical ranks harms learning culture and is not a component of effective formative feedback loops.

69. (B) They occur after instruction, providing data too late for timely pedagogical adjustments
Relying exclusively on summative assessments limits instructional responsiveness because summative evaluations occur after learning units are completed. While they effectively measure cumulative achievement, the resulting data arrives too late to address student misconceptions or adapt teaching strategies during the active learning process, missing opportunities to support students before final grading occurs.

70. (B) Graphic organizers, visual self-check rubrics, and "I Can" statement checklists
Young learners require accessible, concrete, and visually engaging tools to develop self-assessment capabilities. Graphic organizers, visual rubrics with clear icons, and simple "I Can" statement checklists break down learning expectations into manageable self-checks. These tools enable primary and middle school students to reflect on their progress independently and monitor their cognitive growth effectively.

71. (B) Giving actionable recommendations that guide students to improve future task performance
"Feed Forward" focuses on providing proactive, forward-looking guidance that students can apply directly to subsequent tasks. Instead of dwelling solely on past errors, feed forward offers actionable strategies, constructive recommendations, and targeted guidance that empower learners to improve future performance, fostering continuous skill development and long-term learning growth.

72. (A) I → II → III → IV
Implementing a portfolio assessment system follows a logical chronological progression. Students first collect diverse learning artifacts over time (I), then select specific entries based on explicit learning criteria (II). Next, students reflect critically on these selected pieces (III), culminating in a collaborative evaluation and conference involving the teacher, student, and parents (IV).

73. (B) To increase participation, ensure equitable questioning, and maintain engagement
"Cold Calling" involves prompting students to respond regardless of whether they have raised their hands. When combined with adequate wait time, this technique promotes equity by ensuring all students share learning space, maintains high cognitive engagement across the classroom, and prevents discussion domination by a few vocal volunteers, generating accurate formative insights for teachers.

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129. (A) Diagnostic / Baseline Pre-Assessment
Baseline pre-assessment is specifically designed to evaluate students' entry skills, prior knowledge, and readiness before launching a new instructional unit. Diagnostic pre-checks help educators establish baseline performance data, uncover existing misconceptions, and adapt lesson plans to meet the actual entry-level learning needs of their students.

130. (A) I, II and IV only
Assessment as Learning is defined by active student involvement in tracking understanding, building metacognitive reflection, and setting personalized learning goals based on feedback. Relying on the teacher as the sole evaluator contradicts Assessment as Learning, which fundamentally centers on empowering students as active, self-regulating managers of learning.

131. (C) Self-Regulation Level Feedback
Self-regulation level feedback specifically targets how learners manage, monitor, and adjust their cognitive strategies during learning tasks. By fostering internal feedback loops and self-assessment skills, it encourages student autonomy, builds metacognitive monitoring, and enhances strategic perseverance, leading to higher levels of self-directed academic mastery.

132. (C) Evaluating
Judging the logical consistency and historical accuracy of a document using internal evidence and external criteria engages the "Evaluating" domain of Revised Bloom's Taxonomy. Evaluating involves making reasoned, evidence-based judgments and critiques using explicit standards, representing a higher-order cognitive process beyond factual recall or simple comprehension.

133. (B) It requires applying knowledge and skills to solve real-world problems or authentic tasks
A competency-based assessment task focuses on measuring whether students can apply knowledge, operational skills, and critical thinking to solve authentic, real-world problems. Rather than evaluating passive memorization, it assesses functional performance, practical execution, and contextual understanding against explicit outcome standards.

134. (A) Pausing 3-5 seconds after asking a question and again after the student's response
Effective wait time management involves pausing 3-5 seconds after posing a question (Wait Time 1) and again after receiving a student's answer (Wait Time 2). These intentional pauses provide processing time, encouraging deeper cognitive reflection, longer and more thoughtful student responses, and broader classroom participation during discussions.

135. (A) I and II only
Diagnostic assessment systematically identifies specific learning hurdles and cognitive gaps during instruction, generating actionable insights to guide targeted remedial teaching and scaffolded interventions. Its primary purpose is pedagogical improvement rather than administrative ranking, making statements I and II accurate representations of its fundamental role.

136. (B) It focuses on proficiency standards while providing flexible descriptive feedback for growth
A single-point rubric outlines clear criteria exclusively for target proficiency, avoiding rigid multi-tiered grids. Its open layout leaves space for teachers to provide highly tailored, qualitative feedback regarding specific student strengths and growth areas, making it a flexible, time-efficient tool for descriptive formative assessment.

137. (D) Timely, actionable feedback focused on learning criteria rather than personal traits
High-quality formative feedback is characterized by timeliness, clarity, and actionable guidance aligned directly with explicit learning criteria. By focusing on task strategies and progress rather than personal traits or letter grades, effective feedback empowers students to recognize learning gaps and make targeted adjustments to improve achievement.

138. (B) Assessing readiness and prior knowledge before a unit to plan differentiated learning
Pre-assessment in differentiated instruction involves gathering diagnostic data on student readiness, prior knowledge, and learning profiles before starting a unit. Teachers utilize these baseline insights to modify instructional pathways, adjust task complexity, and tier learning activities, ensuring that instruction addresses diverse learning needs effectively.

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83. (B) Formative informs ongoing learning; Summative evaluates cumulative learning at unit end
The primary distinction between formative and summative assessment lies in their fundamental purpose and timing. Formative assessment occurs continuously during instruction to monitor learning, identify gaps, and guide ongoing teaching. In contrast, summative assessment occurs at the conclusion of an instructional unit to measure cumulative achievement against established standards for certification or grading.

84. (D) Providing grade-free descriptive feedback on drafts before final grading
Providing grade-free descriptive feedback on preliminary drafts reduces evaluation anxiety and fosters a growth mindset. When numerical marks are withheld initially, students focus on constructive comments, identifying specific strategies to refine their work. This safe learning space encourages risk-taking, continuous iteration, and deep cognitive processing without the immediate pressure of formal grading.

85. (A) I, II and III only
Assessment for Learning principles emphasize transparency, constructive guidance, and student self-regulation. Sharing learning targets and success criteria upfront, offering timely descriptive feedback during tasks, and utilizing peer and self-assessment actively support learning growth. Keeping scoring criteria secret creates anxiety and impedes self-directed learning, making it directly contrary to formative principles.

86. (B) Tasks replicating real-world challenges requiring application of knowledge and skills
Authentic assessment evaluates student learning through tasks that mirror real-world context, challenges, and application. Instead of relying on passive recall or artificial testing formats, authentic tasks require students to integrate and apply knowledge, problem-solving strategies, and practical skills to solve complex, meaningful problems realistic to professional or daily life settings.

87. (B) To provide clear statements of what learners are expected to know and do at each stage
A Learning Outcome Framework serves as a foundational blueprint in competency-based education. It articulates clear, explicit statements of what knowledge, skills, and values learners should master and demonstrate at each developmental stage. This framework provides coherent direction for curriculum design, pedagogical delivery, and aligned criterion-referenced assessment practices.

88. (B) Adjust immediate instruction—slowing down, re-explaining, or extending based on responses
Mid-lesson checks for understanding, such as mini-whiteboard responses, yield immediate formative data regarding student comprehension. Teachers must use this real-time evidence to adapt instruction on the spot—slowing the instructional pace, clarifying misconceptions, re-explaining difficult concepts, or providing enrichment—ensuring that learning gaps are addressed before moving forward.

89. (B) "Design two real-world word problems requiring 25×14, and explain your reasoning."
Open-ended formative assessment tasks invite multiple valid pathways, creative problem formulation, and explicit articulation of mathematical reasoning. Asking students to design real-world word problems requiring a specific multiplication operation and explain their logic allows teachers to evaluate deep conceptual understanding, operational mastery, and practical contextual application beyond rote numerical calculation.

90. (B) Taking instructional steps to bridge current understanding and the target learning goal
In Assessment for Learning, "closing the gap" refers to the pedagogical process of bridging the distance between a student's current level of understanding and the desired learning objective. Teachers achieve this by providing descriptive feedback, scaffolded instruction, and targeted interventions that enable learners to advance systematically toward explicit success criteria.

91. (A) Both A and R are true and R is the correct explanation of A
Peer assessment actively enhances student metacognition because evaluating peer work against established rubrics requires critical analytical processing. Deciphering performance levels in peer tasks clarifies success criteria in the assessor's mind, directly explaining why engaging in peer review deepens understanding of evaluation standards and strengthens personal self-regulation skills.

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149. (B) Teachers collaboratively scoring sample work against rubrics to ensure shared understanding
Peer moderation involves educators coming together to score sample student work collaboratively using established rubrics. This process establishes shared evaluative standards, minimizes individual grading subjectivity, and enhances scoring consistency, ensuring that assessment standards are interpreted and applied reliably across classrooms.

150. (C) Judging an author's argument using explicit criteria
Judging the validity of an author's argument using explicit criteria represents the "Evaluating" cognitive domain in Revised Bloom's Taxonomy. Evaluating requires making reasoned, evidence-based judgments and critiques using explicit standards, representing a complex cognitive skill beyond factual recall, simple translation, or routine application.

151. (A) Both A and R are true and R is the correct explanation of A
Timely feedback is critical because delivering guidance close to task completion allows learners to make cognitive adjustments while the context is fresh in working memory. The cognitive availability of recent learning directly explains why formative feedback must be provided promptly to maximize its instructional effectiveness.

152. (B) They visually represent mental models, revealing concept links and structural misconceptions
Concept maps serve as powerful formative tools because they externalize students' mental models, visually illustrating how concepts, ideas, and principles are interconnected. Revealing these structural relationships allows teachers to identify conceptual gaps, misattributions, and missing links instantly, guiding targeted instructional feedback and re-teaching strategies.

153. (B) Clear descriptions of what successful learning goal attainment looks like, shared beforehand
Success criteria provide explicit, student-friendly descriptions of what successful attainment of a learning goal looks like. Sharing success criteria beforehand demystifies expectations, guides student performance, and enables accurate self-assessment, establishing clear benchmarks needed for effective Assessment for Learning practices.

154. (A) Criterion-referenced evaluation focused on demonstrated student core competencies
Outcome-Based Education (OBE) relies on criterion-referenced evaluation to measure demonstrated student mastery of explicit core competencies. Assessment evaluates individual achievement against pre-established standards rather than comparative class rankings, ensuring that every student has opportunity to demonstrate outcome attainment through continuous evidence gathering.

155. (B) Providing rubrics, modeling self-assessment on sample work, and allowing reflection time
Building self-assessment capacity in middle school requires explicit scaffolding. Teachers should provide criteria rubrics, model self-evaluation on benchmark samples, and allocate structured reflection time. This guided practice demystifies scoring standards, helps students develop metacognitive monitoring, and fosters long-term self-directed learning skills.

156. (A) Remembering retrieves knowledge from memory; Understanding constructs meaning from messages
In Revised Bloom's Taxonomy, "Remembering" involves retrieving, recognizing, or recalling relevant knowledge directly from memory. In contrast, "Understanding" requires constructing meaning from instructional messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining, representing a higher cognitive level of processing.

157. (B) Formative Assessment
Formative assessment is conducted continuously throughout an instructional unit to monitor learning progress and provide real-time feedback. Its process-oriented nature enables teachers to adjust pedagogical strategies and allows students to refine their understanding, ensuring ongoing support before formal summative grading occurs.

158. (B) I and II only
Assessment AS Learning centers on fostering metacognition and student agency. Utilizing peer assessment with checklists and engaging in self-assessment through reflective journals empower students to monitor their own understanding,

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evaluate learning strategies, and self-regulate progress. Teacher diagnostic analysis and board exams are teacher-driven or summative measures.

159. (A) Adapting assessment formats or challenge levels to student readiness while maintaining standards
Differentiated assessment involves modifying assessment formats, response modes, or task challenge levels to accommodate diverse student readiness and learning styles while preserving core academic standards. This flexible approach provides all learners with equitable pathways to demonstrate their knowledge and mastery effectively.

160. (B) To prompt students to expand, clarify, justify, or deepen initial responses
Probing questions are designed to move beyond superficial initial answers by prompting students to clarify, elaborate, extend, or justify their thinking. Using follow-up prompts encourages deeper cognitive reflection, uncovers underlying assumptions, and enriches classroom discourse by stimulating higher-order conceptual reasoning.

161. (B) Assesses performance as a single integrated whole, assigning an overall score
A holistic rubric evaluates a student performance or assignment as an integrated whole rather than scoring individual criteria separately. It provides a single summary score based on an overall judgment of work quality, making it a streamlined scoring tool suitable when global evaluation is preferred over diagnostic breakdowns.

162. (A) I and II only
Assessment for Learning is a continuous, formative process integrated into daily instruction to provide actionable feedback for teachers and students. Its objective is instructional adaptation and learning improvement, not generating public competitive rankings, making statements I and II true descriptions of its core purpose.

163. (B) A quick formative check at lesson end to assess student understanding of key objectives
An exit ticket is a brief formative assessment tool administered at the conclusion of a lesson. By collecting short written responses regarding key learning concepts or remaining questions, exit tickets provide teachers with immediate diagnostic evidence to evaluate lesson effectiveness and plan targeted adjustments for upcoming classes.

164. (B) Ineffective for learning because it targets personal traits rather than task strategies
Self-level feedback directs attention to personal attributes, intelligence, or general praise rather than task performance or learning strategies. Educational research shows that self-level feedback is ineffective because it encourages fixed mindset attitudes, increases ego defensiveness, and fails to provide actionable guidance needed for cognitive growth.

165. (B) As clear statements of measurable competencies that students must demonstrate
In a competency-based curriculum framework, learning standards are articulated as explicit, measurable statements of what students are expected to know, understand, and demonstrate. Expressing targets as observable competencies ensures clear performance expectations, guiding coherent instructional design and transparent criterion-referenced evaluation across learning domains.

166. (B) Providing options like extra time, oral modes, visual support, or assistive tech
Accommodating Children with Special Needs in formative checks involves offering flexible options such as extended time, oral responses, visual scaffolds, or assistive technology. These tailored accommodations eliminate systemic performance barriers, allowing CWSN to demonstrate their true understanding and skills without compromising learning standards.

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167. (D) Creating
Devise an original solution to resolve traffic congestion requires synthesizing diverse urban planning principles, analyzing contextual constraints, and generating a novel strategy. Within Revised Bloom's Taxonomy, reorganizing elements into a functional, innovative plan engages the highest cognitive domain of "Creating."

168. (B) Advise analyzing error patterns, providing descriptive comments, and guiding re-learning
Transforming test marking into effective formative assessment requires providing descriptive guidance rather than simple correct/incorrect ticks. Teachers should analyze student error patterns, provide qualitative feedback

explaining misconceptions, and structure dedicated time for re-learning, enabling students to correct errors and deepen conceptual grasp.

169. (B) Documents student progress over time including drafts, revisions, and growth trajectory
The principal structural advantage of a process portfolio is its capacity to document longitudinal student development. By archiving rough drafts, feedback comments, and subsequent revisions alongside final pieces, it illustrates the complete learning trajectory, highlighting skill acquisition, cognitive growth, and metacognitive reflection over time.

170. (B) Focus on real-world performance, application of knowledge, and criterion mastery
Competency-based assessment prioritizes authentic real-world performance and functional application of knowledge over passive factual recall. It utilizes criterion-referenced standards to evaluate whether students have attained explicit mastery levels across core competencies, ensuring that evaluation reflects practical execution and conceptual problem-solving capabilities.

171. (B) Reflecting on learning, identifying effective strategies, and planning future tasks
Metacognitive reflection in Assessment as Learning requires students to analyze their own learning processes critically. Learners evaluate their cognitive progress, identify effective study strategies, recognize personal learning gaps, and set actionable goals for future learning tasks, building internal accountability and lifelong self-directed learning skills.

172. (B) "How am I going?"
In formative feedback frameworks, "Feed Back" directly addresses the question "How am I going?" It provides explicit information regarding the learner's current performance status relative to target standards, identifying specific accomplishments and remaining learning gaps to guide ongoing adjustments.

173. (B) "In what ways might urban development impact groundwater, and what is your evidence?"
Asking how urban development impacts groundwater and requesting supporting evidence represents an open-ended questioning technique. This prompt invites multiple analytical perspectives, requires higher-order reasoning, and prompts students to articulate evidence-based arguments, offering rich insights into student conceptual depth during classroom discussions.

174. (B) To uncover student misconceptions and prerequisite gaps to target upcoming instruction
Conducting a diagnostic pre-assessment before starting a complex science unit allows teachers to identify existing prerequisite gaps, intuitive misconceptions, and baseline knowledge levels. Uncovering these underlying cognitive structures enables educators to adapt lesson plans, address misunderstandings early, and scaffold new scientific concepts effectively.

175. (B) Single-Point Rubric
A single-point rubric outlines descriptive criteria exclusively for target proficiency, leaving open sections on either side for qualitative feedback on strengths and growth areas. This flexible format streamlined scoring, eliminating rigid performance grids while providing space for highly tailored, individualized descriptive comments.

176. (A) Systematic integration between learning outcomes, instructional activities, and assessments
Constructive alignment refers to the deliberate, systematic integration of intended learning outcomes, instructional activities, and assessment tasks. Learning outcomes specify target competencies, teaching strategies facilitate relevant learning experiences, and assessments measure outcome attainment, ensuring an aligned, coherent educational framework.

177. (B) Deepens understanding of success criteria and sharpens evaluation skills using rubrics
Peer assessment offers significant cognitive benefits to the student evaluator. Assessing peer work against explicit rubrics requires critical analysis and interpretation of performance standards. This active evaluative process deepens the reviewer's understanding of success criteria, sharpening their own reflective self-assessment skills and quality expectations.

178. (B) Diagnostic assessment of core competencies in key school stages for institutional improvement
Structured Assessment for Analyzing Learning (SAFAL) is designed as a diagnostic, competency-based framework to measure core concepts and foundational skills at key developmental stages.

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The resulting data provides school systems with institutional insights to improve pedagogical practices and curriculum transaction rather than sorting students summatively.

179. (C) Analyzing
Deconstructing information into constituent parts and determining how those parts relate to one another and an overall structure defines the "Analyzing" cognitive domain in Revised Bloom's Taxonomy. It requires examining internal organization, identifying structural relationships, and differentiating underlying components beyond superficial comprehension.

180. (A) Providing descriptive comments detailing strengths and next steps for improvement
Effective feedback is descriptive, specific, and actionable. Offering detailed comments that highlight performance strengths while outlining concrete next steps for improvement guides cognitive adjustments directly. This clear guidance supports student self-regulation, reduces performance anxiety, and significantly enhances learning mastery across academic tasks.

181. (B) Student self-regulation, self-assessment, and metacognitive monitoring during learning
Assessment as Learning centers on empowering students as reflective managers of their own cognitive development. Its primary focus is fostering metacognitive monitoring, self-assessment skills, and goal setting, allowing learners to adjust study strategies actively and take internal ownership of their ongoing academic progress.

182. (C) A is true but R is false
Diagnostic tests are specifically constructed with high diagnostic power to isolate common misconceptions and procedural errors. However, their primary objective is pedagogical guidance and remedial planning, not assigning official term grades, making Assertion A true while Reason R is false.

183. (B) It provides ongoing, process-oriented feedback to inform teaching and adapt learning
Formative assessment is defined by its ongoing, process-oriented design integrated directly into daily instruction. Its core function is providing continuous qualitative feedback to help teachers adapt instructional strategies in real time while assisting students in closing cognitive gaps before summative evaluations occur.

184. (B) Increased length, correctness, and higher-order thinking in student responses
Extending Wait Time 1 to 3-5 seconds after posing a question gives students adequate cognitive processing time. Research demonstrates that this intentional pause increases response length, accuracy, and higher-order reasoning while encouraging broader participation across diverse learners during classroom discussions.

185. (B) Measuring student performance against predetermined, objective learning standards
Criterion-referenced assessment measures an individual learner's achievement against predetermined, objective standards and performance criteria. Rather than ranking students relative to peer groups, it determines whether explicit competencies and learning targets have been attained, ensuring fair, transparent evaluation across educational domains.

186. (B) Process Level Feedback
Process level feedback focuses specifically on the cognitive mechanisms, strategies, and procedural steps required to perform a task successfully. By guiding students in analyzing relationships and adjusting problem-solving approaches, process feedback develops deeper conceptual understanding and independent learning capabilities.

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187. (B) A brief formative tool checking understanding of key concepts before students leave
An exit ticket functions as a concise formative check administered at the end of a lesson. Gathering quick student responses regarding core concepts or persistent confusion provides teachers with immediate diagnostic evidence to evaluate instruction and plan targeted adjustments for subsequent sessions.

188. (A) I and II only
Peer assessment deepens understanding of criteria and requires rubrics and calibration training to minimize subjective bias. However, peer assessment is meant formatively to enhance learning and self-regulation, not to replace teacher judgment in official certification, making statements I and II correct.

189. (B) Evaluating
Critiquing the validity of a scientific argument based on empirical evidence engages the "Evaluating" domain of Revised Bloom's Taxonomy. Evaluating involves making reasoned, evidence-based judgments, detecting logical flaws, and assessing the credibility of claims using explicit criteria and empirical standards.

190. (B) Base evaluation on demonstrated outcome mastery, emphasizing ultimate attainment
Competency-based evaluation focuses on ultimate outcome mastery rather than averaging early formative attempts. When a student demonstrates complete mastery of targeted competencies on final assessments, evaluation should reflect that ultimate achievement, ensuring grades represent verified capability rather than penalizing initial learning efforts.

191. (B) Categorizing errors to identify conceptual misunderstandings and design re-teaching
Diagnostic error analysis in mathematics systematically categorizes student errors to uncover underlying conceptual misunderstandings and flawed procedural rules. Identifying the precise nature of these cognitive missteps enables teachers to design targeted re-teaching strategies and scaffolded interventions to resolve mathematical confusion effectively.

192. (A) A student using a reflection log to monitor progress, analyze mistakes, and refine study methods
Assessment as Learning occurs when students actively take charge of their learning through metacognitive monitoring. A student using a reflection log to track growth, evaluate mistakes, and adjust study methods directly exemplifies this approach, as the learner acts as the active connector between assessment evidence and cognitive improvement.

193. (B) Analytic Rubric
An analytic rubric provides detailed descriptive guidelines across distinct performance criteria and achievement levels. By breaking complex tasks into specific dimensions, it offers a transparent, structured framework that allows precise evaluation and targeted feedback for complex student performances and assignments.

194. (B) To provide a holistic reflection across cognitive, affective, and psychomotor domains
Transforming traditional report cards into 360-degree progress reports aims to capture holistic student growth across cognitive, affective, and psychomotor domains. Incorporating self-assessment, peer feedback, and qualitative teacher observations provides a comprehensive, multidimensional representation of student development beyond narrow numerical test marks.

195. (A) I, II and IV only
Traffic light systems, muddiest point prompts, and mini-whiteboard checks provide real-time visual feedback on student comprehension during instruction. Standardized norm-referenced exams are summative measures conducted after instruction, making statements I, II, and IV the effective formative strategy choices.

196. (B) Yielding a single global rating based on an overall judgment of work quality
Holistic rubrics evaluate student performance as a single unified whole, yielding one global score based on overall work quality. They streamline scoring when detailed dimensional feedback is unnecessary, providing a fast, holistic summary of performance against broad quality descriptors.

197. (A) Differentiate
The verb "differentiate" belongs to the "Analyzing" level of Revised Bloom's Taxonomy. Analyzing involves breaking down information into parts and determining how components relate to one another, making differentiating between distinct elements a key analytical cognitive operation.

198. (A) Enhancing student self-monitoring, autonomy, and effort during task execution
Self-regulation level feedback aims to enhance student autonomy, self-monitoring, and cognitive perseverance during learning tasks. By encouraging internal feedback loops and self-evaluation strategies, it helps learners manage their own problem-solving processes and develop lifelong self-directed learning capabilities.

199. (A) Designing curriculum, pedagogy, and assessment in complete coherence with learning outcomes
Constructive alignment rests on designing curriculum content, teaching strategies, and

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assessment tasks in complete harmony with intended learning outcomes. This systemic integration ensures that pedagogical activities support target skill acquisition and assessment tasks accurately measure verified outcome attainment.

200. (A) Identifying student prior knowledge and misconceptions to establish an instructional baseline
Prior knowledge activation in diagnostic pre-assessment reveals existing mental models, entry skills, and intuitive misconceptions. Uncovering this baseline cognitive data allows teachers to tailor instructional planning, address misunderstandings early, and build new learning effectively on prior knowledge foundations.

201. (A) Students evaluate learning against criteria to identify strengths and areas needing growth
Self-assessment involves students systematically evaluating their own work against explicit criteria to identify personal strengths and growth areas. This reflective process fosters metacognition, self-regulation, and internal accountability, helping learners take active ownership of their continuous academic improvement.

202. (A) Modifying instructional activities or pathways through which students engage with content
Adapting the "Process" dimension in differentiated assessment involves modifying instructional activities or learning pathways through which students engage with content. Providing varied cognitive routes accommodates diverse learning styles, readiness levels, and processing speeds while maintaining aligned learning standards across the classroom.

203. (B) "Your thesis is clear, but paragraph 2 lacks evidence. Add two historical facts."
Effective feedback provides clear, specific, and actionable guidance regarding learning targets and next steps. Pointing out that a thesis is clear while identifying paragraph 2's lack of supporting evidence—along with suggesting two historical facts—gives the student concrete direction needed to refine work effectively.

204. (A) A curated collection of exemplary student work displaying high-level achievement and mastery
A showcase portfolio features a curated collection of a student's finest work, assembled specifically to demonstrate high-level mastery and milestone achievement. It highlights exemplary accomplishments at the end of an instructional unit or program rather than documenting longitudinal working drafts.

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205. (A) I and II only
Assessment AS Learning places the student at the center as a reflective monitor, fostering metacognition and self-regulated learning. Relying on external board exams is a summative feature, making statements I and II accurate representations of Assessment AS Learning principles.

206. (C) Creating
Constructing an original research model to investigate water pollution requires synthesizing knowledge, designing procedures, and generating a novel structure. In Revised Bloom's Taxonomy, combining components into an original, functional whole represents the highest cognitive level of "Creating."

207. (B) Gathering immediate, informal formative feedback on student understanding of key concepts
Exit slips are brief formative checks administered at lesson conclusion to gather immediate feedback on student comprehension. Collecting short written insights or questions allows teachers to evaluate lesson effectiveness instantly and plan targeted instructional adjustments for subsequent classes.

208. (D) Self / Personal Level Feedback
Self or personal level feedback targets personal traits, innate intelligence, or character (e.g., "Smart girl") rather than cognitive strategies or task execution. Research shows it negatively impacts learning by triggering ego defensiveness, fostering a fixed mindset, and failing to offer actionable guidance for cognitive improvement.

209. (A) Measuring whether a student has mastered target competencies, independent of peer performance
Criterion-referenced assessment measures student performance directly against established

target competencies and explicit learning standards. Its key advantage in outcome-based education is evaluating absolute individual mastery independently of peer achievements, ensuring transparent and fair assessment.

210. (A) Ask a question, give think time, and have students show answers simultaneously on mini-whiteboards
Using mini-whiteboards effectively involves posing a question, providing think time, and prompting all students to display their responses simultaneously. This technique engages the whole class, provides instant visual feedback to the teacher, and allows immediate instructional adaptations based on verified understanding.

211. (A) Both A and R are true and R is the correct explanation of A
Competency-based assessment prioritizes practical application over rote memorization because modern society requires adaptable, functional skills. The societal need for real-world problem-solving and critical thinking directly explains why assessment must focus on practical knowledge application in authentic contexts.

212. (A) Describing target proficiency only, leaving space for comments on strengths and growth areas
A single-point rubric outlines descriptive standards exclusively for target proficiency. By leaving surrounding space for open qualitative feedback on strengths and growth areas, it streamlines evaluation and facilitates meaningful, individualized descriptive feedback for students.

213. (B) Asking open-ended questions requiring students to explain concepts or apply them to examples
Checking conceptual understanding effectively requires asking open-ended questions that prompt students to explain ideas, justify reasoning, or apply concepts to new examples. These prompts expose underlying thought processes, providing valuable diagnostic insights to guide ongoing instruction.

214. (A) "Where am I going?"
In formative feedback theory, "Feed Up" directly answers the question "Where am I going?" It clarifies target learning goals, performance standards, and success criteria for students upfront, providing a clear roadmap to direct their learning efforts.

215. (B) Direct teachers to use homework formatively—providing feedback and letting students revise
Aligning homework with Assessment for Learning requires using homework formatively. Teachers should provide constructive qualitative feedback and grant opportunities for students to revise work, transforming homework into an interactive tool for learning improvement rather than a mere completion check.

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216. (B) Understanding
Summarizing the central message of a text in one's own words represents the "Understanding" cognitive level of Revised Bloom's Taxonomy. Understanding requires interpreting, translating, and abstracting core ideas, demonstrating comprehension beyond verbatim recall.

217. (A) Identifying entry skills, learning gaps, and misconceptions to target instruction
Diagnostic assessment focuses on evaluating entry-level skills, isolating persistent learning gaps, and unearthing underlying misconceptions. Uncovering these cognitive hurdles provides teachers with actionable insights required to design targeted remedial instruction and scaffolded support.

218. (A) Growth / Process Portfolio
A growth or process portfolio captures a student's complete learning trajectory over time by archiving preliminary drafts, teacher feedback, revisions, and reflective entries. This longitudinal documentation makes cognitive growth and skill acquisition visible to both learners and educators.

219. (B) Making explicit what high-quality work looks like before starting tasks using rubrics
Sharing success criteria means explicitly clarifying what high-quality performance looks like prior to task execution. Utilizing rubrics and benchmark exemplars demystifies performance expectations, guiding student efforts and enabling accurate self-assessment during learning activities.

220. (A) Addressing understanding of procedures and strategies required to perform tasks
Process level feedback targets the underlying cognitive mechanisms, procedural steps, and problem-solving strategies required to

244. (B) The pause after a student responds, allowing time to elaborate, think deeper, or offer feedback
Wait Time 2 refers to the intentional pause implemented after a student provides an initial response. This brief silence allows the speaker and peers to reflect, elaborate, deepen their reasoning, or offer thoughtful feedback before the teacher responds.

245. (A) A student using a rubric to self-evaluate draft essays and revise before submission
Assessment AS Learning involves active student self-regulation and reflection. A student using an explicit rubric to evaluate and revise draft essays prior to submission directly exemplifies this concept by taking active control of cognitive growth.

246. (C) Applying
Applying mathematical formulas to calculate compound interest in a real-world scenario represents the "Applying" domain in Revised Bloom's Taxonomy. It requires executing procedural knowledge and algorithms to solve concrete problems in applied contexts.

247. (A) Providing a quick check for understanding at lesson end to inform instructional planning
An exit slip functions as a brief formative tool administered at the end of a lesson to check student comprehension. Collecting immediate feedback allows teachers to evaluate lesson success and adapt subsequent instructional planning accordingly.

248. (A) I and II only
Competency-based assessment focuses on demonstrated application of knowledge and uses criterion-referenced standards to judge mastery. Relying on norm-referenced comparative curves contradicts competency principles, making statements I and II correct.

249. (A) Providing explicit rubrics, calibration training with exemplars, and anonymous peer reviews
Promoting objective, bias-free peer evaluation requires providing explicit rubrics, conducting calibration training with exemplars, and using anonymous review processes. These structured measures ensure consistency, impartiality, and focus on success criteria.

250. (C) Feed Forward
In formative feedback frameworks, "Where to next?" is represented by "Feed Forward." It provides students with forward-looking, actionable strategies to guide future learning tasks, extend performance, and support continuous skill acquisition.

251. (A) Uncovering student prior knowledge, skills, and misconceptions before instruction
Diagnostic pre-assessment focuses on uncovering student prior knowledge, entry skills, and underlying misconceptions before launching instruction. These diagnostic insights allow teachers to tailor lesson plans and address learning gaps effectively.

252. (B) Single-Point Rubric
A single-point rubric outlines descriptive criteria exclusively for target proficiency, leaving surrounding open space for tailored qualitative feedback regarding strengths and growth areas, making it a flexible diagnostic tool.

253. (D) Creating
Formulating an original design for a sustainable solar-powered heating unit requires synthesizing knowledge, designing components, and generating a novel structure. In Revised Bloom's Taxonomy, this novel synthesis represents the "Creating" cognitive level.

254. (A) Providing specific information regarding learning goals, status, and steps to bridge gaps
Descriptive feedback provides clear, specific information outlining target goals, current achievement status, and explicit steps to bridge gaps. This constructive guidance supports student self-regulation and drives cognitive progress effectively.

255. (A) Providing continuous data on student learning needs to adapt content, process, and products
Formative assessment supports differentiated instruction by supplying continuous real-time data on student readiness and learning needs. Teachers utilize these insights to adapt instructional content, learning processes, and product demonstrations for diverse learners.

256. (A) Providing visual examples of student work across performance levels to clarify expectations
Exemplars clarify performance expectations by providing concrete visual examples of

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assumptions and articulate evidence-based arguments.

232. (A) Describing target proficiency criteria only, with space for feedback on growth and strengths
A single-point rubric features target proficiency descriptors exclusively, leaving open margins for tailored feedback regarding individual strengths and growth areas. This flexible layout streamlines scoring while facilitating targeted qualitative descriptive guidance.

233. (A) Core concepts and fundamental competencies in key school stages
Structured Assessment for Analyzing Learning (SAFAL) measures foundational core concepts and key developmental competencies across critical school stages. It provides diagnostic system-level data to enhance curriculum transaction and institutional teaching practices.

234. (A) Providing specific, actionable information on performance relative to standards and next steps
Descriptive feedback provides clear, specific information outlining target goals, current achievement status, and explicit steps to bridge gaps. This constructive guidance supports student self-regulation and drives cognitive progress effectively.

235. (A) I, II and III only
Analytic rubrics, single-point rubrics, and portfolio reflective logs provide detailed qualitative evidence that directly supports Assessment for Learning and descriptive feedback. Norm-referenced rank tables sort students competitively and do not support descriptive formative practices.

236. (A) Identifying student prior knowledge, baseline skills, and misconceptions to plan instruction
Diagnostic pre-assessment evaluates baseline skills, entry knowledge, and intuitive misconceptions prior to instruction. Uncovering these cognitive factors provides teachers with essential data required to plan differentiated instruction and address learning gaps early.

237. (D) Evaluating
Evaluating the strength of arguments presented in contrasting accounts requires making reasoned judgments based on explicit criteria, evidence, and logical consistency. In Revised Bloom's Taxonomy, this evaluative process represents the "Evaluating" cognitive domain.

238. (B) Use Grade-Free Feedback Zone sessions where students receive comments and revise before grading
To ensure students engage with descriptive feedback, teachers should establish Grade-Free Feedback Zones. Withholding numerical marks initially obliges students to read qualitative comments, reflect on suggestions, and apply adjustments to revise their work prior to final grading.

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239. (A) Collecting student work over time to document progress, skill development, and reflection
A growth portfolio systematically archives student work samples over time to document skill development, progress, and reflective insights. Highlighted revisions and continuous work samples provide clear visual evidence of longitudinal learning growth.

240. (A) Self-Regulation Level Feedback
Self-regulation level feedback is most effective for promoting deep cognitive processing and lifelong learning. Fostering metacognitive monitoring, strategy evaluation, and intrinsic goal setting empowers students to take self-directed control over their learning processes.

241. (A) Gathering and using evidence about learning to adjust instruction and support progress
Assessment FOR Learning is defined by continuously gathering and interpreting learning evidence to adapt instructional strategies and support student progress. Its process-oriented approach provides actionable feedback to bridge learning gaps during active instruction.

242. (A) Both A and R are true and R is the correct explanation of A
Self-assessment empowers student ownership because actively evaluating understanding and reflecting on study strategies builds intrinsic motivation and accountability. This active self-monitoring directly explains why self-assessment fosters autonomous learning journeys.

243. (A) Analytic rubrics score criteria separately; holistic rubrics assign one overall score
The key operational distinction is that analytic rubrics evaluate distinct criteria separately to provide detailed diagnostic feedback, whereas holistic rubrics evaluate the work as an integrated whole, assigning a single overall summary score.

complete tasks successfully. Guiding students in analyzing connections and refining approaches deepens conceptual understanding and fosters independent learning.

221. (A) Remembering
Retrieving, recognizing, and recalling relevant knowledge directly from long-term memory represents the "Remembering" level of Revised Bloom's Taxonomy. It constitutes the foundational cognitive domain, focusing on basic factual recall without requiring complex translation or analysis.

222. (B) Engages students with criteria, develops evaluation skills, and provides peer perspectives
Peer assessment actively engages students with assessment criteria, sharpens evaluative judgment, and provides valuable peer perspectives. Reviewing peer work deepens understanding of quality standards, enhancing metacognition and supporting collaborative learning across classroom environments.

223. (A) Tailoring assessment formats or support levels to diverse needs while targeting same goals
Differentiated assessment involves adapting evaluation formats, response modes, or support structures to match student readiness and learning styles while targeting identical core standards. This ensures equitable opportunity for all learners to demonstrate competence effectively.

224. (B) Designing a meal plan for a canteen based on nutritional guidelines and budget
Designing a practical meal plan based on nutritional guidelines and budget constraints exemplifies authentic assessment. Replicating real-world tasks requires students to integrate theoretical knowledge, practical skills, and decision-making to solve meaningful, authentic problems.

225. (A) I and II only
Assessment of Learning is summative and measures achievement against established standards at specific points in time to certify performance. Providing immediate real-time feedback during instruction is a formative feature, making statements I and II the correct choices.

226. (A) Informing the student about how well a task is executed, such as answer accuracy
Task level feedback focuses on immediate execution, informing the student about the accuracy or completeness of a specific task outcome. Pointing out correct or incorrect answers provides essential baseline feedback regarding immediate task performance.

227. (C) Analyzing
Differentiating between fact and opinion in an editorial requires deconstructing text arguments, examining structural components, and evaluating underlying claims. In Revised Bloom's Taxonomy, analyzing structural relationships and distinguishing component elements falls directly within the "Analyzing" domain.

228. (A) Criterion-referenced measurement focused on demonstrated mastery of skills and outcomes
Competency-based assessment relies on criterion-referenced measurement to evaluate demonstrated mastery of explicit outcomes and functional skills. Assessment focuses on whether an individual meets objective performance benchmarks, independent of comparative peer rankings.

229. (B) To visually map mental frameworks, uncovering conceptual links and misconceptions
Using concept maps formatively allows teachers and students to visually map cognitive frameworks. Uncovering structural connections, missing links, and conceptual misconceptions provides visual diagnostic insights needed to guide targeted feedback and pedagogical adjustments.

230. (A) Shifting evaluator role to students, fostering self-reflection, goal setting, and autonomy
Assessment as Learning empowers students by shifting the primary evaluative role to the learner. Developing self-assessment, metacognitive reflection, and goal-setting skills builds intrinsic motivation, personal accountability, and autonomous lifelong learning habits.

231. (A) Asking open-ended probing questions that require students to justify their thinking
Deep cognitive processing during discussions is best promoted by open-ended probing questions that prompt students to explain, justify, and elaborate their reasoning. These prompts challenge students to analyze underlying

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student work across varying achievement levels. Analyzing benchmark samples demystifies rubric criteria, enabling students to understand success standards and self-evaluate work.

257. (D) Self / Personal Level Feedback
Self or personal level feedback targets personal attributes (e.g., "You are brilliant!") rather than task execution or cognitive strategies. Research shows it is least effective for academic growth, as it fosters fixed mindsets and lacks actionable guidance.

258. (B) Formative Assessment for Learning used to adjust instruction
Conducting a quick mid-lesson drawing activity, identifying common errors immediately, and re-explaining rules exemplifies Formative Assessment for Learning. Gathering real-time evidence allows the teacher to adapt instruction instantly to address active learning gaps.

259. (A) Aligning learning outcomes, teaching strategies, and assessments
The key objective of constructive alignment is ensuring complete coherence among intended learning outcomes, teaching strategies, and assessment tasks. This structural harmony guarantees that pedagogical activities support target skill acquisition and assessments measure verified mastery.

260. (A) A student using a rubric to track writing progress and adjust drafts before submitting work
Assessment AS Learning occurs when students actively monitor and regulate their own learning. Using explicit rubrics to evaluate writing progress and revise drafts prior to submission directly exemplifies student-driven metacognitive monitoring.

261. (B) "How am I going?"
In formative feedback frameworks, "Feed Back" answers the question "How am I going?" It informs the student about current performance progress relative to target standards, identifying specific accomplishments and remaining growth areas.

262. (A) Measuring student performance relative to fixed learning standards
Criterion-referenced evaluation measures student learning achievement directly against pre-established, objective standards. The focus remains on evaluating individual mastery of explicit criteria, independent of comparative peer performance.

263. (C) Analyzing
Comparing structural differences between plant and animal cells involves breaking down structures, examining components, and identifying relationships, placing this task directly within the "Analyzing" domain of Revised Bloom's Taxonomy.

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264. (A) Documents learning growth, revisions, and progress over time
The primary advantage of a process portfolio is its longitudinal documentation of learning growth. Archiving preliminary drafts, teacher feedback, and subsequent revisions makes cognitive development and skill acquisition visible over time.

265. (A) I and II only
Diagnostic assessment identifies learning difficulties and informs targeted remedial instruction. Its purpose is pedagogical guidance rather than assigning official report card grades, making statements I and II accurate representations.

266. (A) Bounce questioning ("What is your view on Rohan's answer?")
Bounce questioning builds student-to-student discourse by redirecting responses across peers for evaluation or expansion. This technique shifts classroom dynamic from teacher monologue to collaborative conceptual exploration and metacognitive dialogue.

267. (A) Clear indicators of what successful achievement looks like, shared prior to tasks
Success criteria provide explicit, student-friendly descriptions of what successful achievement looks like, shared prior to task execution. Clarifying expectations empowers students to guide their work and conduct accurate self-assessment.

268. (B) Shift from rote summative testing to continuous competency-based assessment for learning
Educational reform advocates shifting away from traditional, rote summative testing toward continuous, competency-based Assessment for Learning. This evolution prioritizes practical application, critical thinking, and

ongoing diagnostic feedback over mechanical memorization.

269. (A) Guiding student self-monitoring and metacognitive control
Self-regulation level feedback focuses on enhancing student metacognitive monitoring, strategic autonomy, and self-directed control. Encouraging internal feedback loops helps learners evaluate problem-solving approaches and manage their continuous cognitive development.

270. (B) Introduce Dedicated Improvement and Reflection Time (DIRT) for students to apply feedback
Providing Dedicated Improvement and Reflection Time (DIRT) ensures students actively process and apply written feedback in class. Structuring dedicated time allows learners to read comments, reflect on suggestions, and revise work, maximizing feedback utility.

271. (A) Analytic rubrics score criteria separately; holistic rubrics assign one integrated score
The structural difference is that analytic rubrics evaluate distinct criteria independently to provide detailed diagnostic feedback, while holistic rubrics assess performance as a unified whole, assigning a single overall summary score.

272. (B) Applying
Applying grammatical rules to translate a passage into another language represents the "Applying" cognitive level in Revised Bloom's Taxonomy. It requires executing procedural knowledge and linguistic rules to solve concrete translation tasks.

273. (A) Both A and R are true and R is the correct explanation of A
Formative feedback must be provided promptly because delayed feedback fails to engage working memory while the task context is active. The cognitive availability of recent learning directly explains why prompt feedback delivery maximizes instructional impact.

274. (B) Providing visual real-time checks where students signal comprehension during instruction
Traffic light cards provide immediate visual feedback during instruction. Students display red, yellow, or green cards to signal their comprehension level, enabling the teacher to gauge whole-class understanding instantly and adapt instruction accordingly.

275. (B) Norm-Referenced Assessment
Norm-referenced assessment measures an individual student's performance relative to a representative peer group or national norm. It determines relative standing and percentile rank rather than evaluating absolute mastery against fixed criterion standards.

276. (A) Comparing a student's current performance against their own previous performance over time, measuring personal growth
Ipsative assessment compares a student's current performance against their own previous achievements over time. By focusing strictly on individual growth and self-referential progress, ipsative evaluation boosts intrinsic motivation and highlights personal development without peer comparison.

277. (B) Process Level Feedback
Process level feedback addresses the underlying cognitive strategies, relationships, and procedural processing steps required to complete tasks. It guides students in refining problem-solving approaches, fostering deeper conceptual understanding and independent learning skills.

278. (A) I, II and III only
Effective Assessment FOR Learning is seamlessly integrated into daily instruction, delivers actionable descriptive feedback, and engages students in self and peer assessment. Certifying students summatively for university entrance is an Assessment OF Learning function.

279. (C) Analyzing
Deconstructing information to determine how components relate to an overall structure represents the "Analyzing" domain in Revised Bloom's Taxonomy. It involves dissecting organizational patterns, examining relationships, and clarifying structural connections beyond simple comprehension.

280. (A) It provides clear target expectations while giving teachers and students space for open-ended, individualized feedback on strengths and growth areas
The key advantage of a single-point rubric is establishing clear target proficiency standards while leaving open margins for highly tailored, qualitative feedback regarding individual strengths and growth areas, making it a flexible diagnostic scoring tool.

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281. (A) Developing students' capacity to monitor their own understanding, evaluate learning strategies, and set goals for continuous self-improvement
Self-assessment builds metacognition by developing students' capacity to monitor comprehension, evaluate problem-solving strategies, and set actionable growth targets. This reflective practice builds internal accountability and empowers autonomous self-directed learning habits over time.

282. (A) I and II only
SAFAL is a diagnostic, competency-based assessment measuring foundational skills at key developmental stages to drive system improvements. It is not a high-stakes exam used to detain students, making statements I and II accurate representations of its purpose.

283. (A) Addressing specific underlying cognitive misconceptions through targeted, adapted instructional re-teaching
Diagnostic remediation aims to resolve identified cognitive hurdles through targeted, adapted re-teaching focused on underlying misconceptions. Providing scaffolded interventions and alternative explanations ensures complete conceptual clarity and skill mastery.

284. (A) Asking thought-provoking open-ended questions, providing 3-5 seconds of wait time, and prompting students to elaborate on their answers
Effective classroom questioning incorporates open-ended prompts, adequate wait time (3-5 seconds), and probing follow-ups that ask students to elaborate. This combination fosters deeper cognitive processing, encourages inclusive participation, and uncovers detailed learning evidence.

285. (A) "Where am I going?"
In formative feedback frameworks, "Feed Up" addresses the fundamental question "Where am I going?" It explicitly communicates learning targets, success criteria, and ultimate performance expectations to direct student efforts effectively.

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286. (A) Evaluating student ability to apply core knowledge, skills, and attitudes in authentic, real-world contexts
Competency-based assessment focuses on evaluating a student's functional ability to apply core knowledge, skills, and attitudes in authentic real-world contexts. Assessment measures demonstrated performance against objective criterion standards rather than passive recall.

287. (D) Evaluating
Judging the logical validity of an argument using explicit evaluative criteria engages the "Evaluating" cognitive domain in Revised Bloom's Taxonomy. It requires making reasoned, evidence-based judgments and assessing intellectual rigor against established standards.

288. (B) Require teachers to pause the syllabus schedule and conduct targeted diagnostic re-teaching on place value and subtraction across zeros using concrete manipulatives before re-assessing
Uncovering widespread diagnostic errors requires immediate pedagogical intervention. Teachers should pause new content delivery to conduct targeted diagnostic re-teaching using concrete manipulatives, addressing place value misconceptions directly before re-assessing student understanding.

289. (A) A curated selection of a student's exemplary work chosen to demonstrate high mastery and accomplishment
A showcase portfolio features a curated selection of a student's best work, specifically assembled to demonstrate high mastery and accomplishment. It highlights cumulative expertise at conclusion points rather than documenting working drafts over time.

290. (A) It directs student focus toward ego, competition, and social comparison rather than actionable cognitive strategies and learning growth
Relying exclusively on evaluative feedback shifts student focus toward ego defensiveness, social comparison, and competitive performance. Lacking actionable qualitative guidance, evaluative marks fail to provide cognitive strategies needed to close learning gaps and foster long-term growth.

291. (A) A student keeping a reflective learning journal to monitor personal progress, analyze mistakes, and refine study methods
Assessment AS Learning centers on student metacognitive monitoring. A student using a reflective learning journal to track progress, analyze error patterns, and adjust study methods directly exemplifies this approach by acting as the active manager of learning.

292. (C) Creating
Putting elements together to form a coherent, functional whole or reorganizing components into a new structure represents the "Creating" cognitive domain in Revised Bloom's Taxonomy, constituting the highest order of cognitive synthesis.

293. (A) It measures student achievement against fixed, explicit mastery standards rather than relative class ranking, allowing all students to succeed
The key advantage of criterion-referenced assessment in competency-based education is measuring individual achievement against explicit performance standards. Free from relative peer rankings, it ensures every student who demonstrates mastery can succeed.

294. (A) Developing students' critical thinking and understanding of evaluation standards by assessing peer work against clear rubrics
Peer assessment develops students' critical thinking and deepens their understanding of evaluation standards. Assessing peer work against explicit rubrics clarifies success criteria, enhancing evaluative judgment and supporting reflective self-assessment skills.

295. (D) I, II and III
Constructive alignment requires complete integration among learning outcomes, teaching activities, and assessment tasks. Outcomes specify target competencies, activities facilitate skill acquisition, and assessment tasks measure outcome attainment, making all three statements correct.

296. (A) The cognitive strategies, underlying processes, and procedural steps required to perform a task successfully
Process level feedback targets the cognitive strategies, procedural mechanisms, and processing steps required to execute tasks successfully. It guides students in analyzing relationships and refining problem-solving approaches to build independent mastery.

297. (A) Analytic Rubric
An analytic rubric provides scoring guidelines for individual criteria separately across performance dimensions. This multi-dimensional framework yields detailed diagnostic feedback, allowing teachers and students to target specific strengths and growth areas accurately.

298. (C) "Where to next?"
In formative feedback frameworks, "Feed Forward" addresses the critical question "Where to next?" It delivers forward-looking, actionable guidance to help students extend learning, navigate subsequent challenges, and achieve continuous academic growth.

299. (B) Provide explicit success criteria, analytic rubrics, and model exemplars prior to beginning the project, and incorporate formative draft reviews
Improving project assessment practice requires providing explicit success criteria, analytic rubrics, and benchmark exemplars before students begin work. Incorporating formative draft reviews demystifies expectations and guides student efforts effectively throughout the project lifecycle.

300. (A) To transform assessment from a tool of sorting and ranking into a powerful pedagogical instrument that develops autonomous, self-regulated, and lifelong learners
The ultimate goal of integrating Assessment for Learning and Assessment as Learning is transforming evaluation from a mechanism of sorting into a powerful pedagogical instrument. This approach empowers students as active, metacognitive managers of their own learning, developing self-regulated, autonomous, lifelong learners.

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